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ABSTRACT

Noting that every community is faced with providing high quality, affordable, and accessible child care, and that child care resource centers (CCRCs) are among the best tools for helping communities meet child care needs with the combined resources of the community, this manual is designed to help CCRCs design a public education program to meet the unique needs of their communities. The 10 chapters discuss the following topics: (1) the goals and functions of public education programs; (2) program planning; (3) community assessment; (4) goal-setting and project selection; (5) presentation of child care issues to the public; (6) media relations; (7) key child care issues; (8) laws and government agencies that affect child care; (9) program evaluation; and (10) resources available to public education committees. (TJQ)

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Public Education Manual

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Finally, the families of all of these people deserve the Network's heartfelt appreciation.

Our thanks and gratitude to all.

1. INTRODUCTION

The development of the *Public Education Manual* grew out of the establishment of the Maryland Child Care Resource Network, designed to have the flexibility to accommodate unique community needs and resources. The Employers Advisory Council on Child Care that envisioned the Maryland system recognized that diverse roles must be played by parents, providers, employers, government, organized labor, and community interests to improve the child care system. People in these roles were called "shareholders" by the Council because each has something to gain and to give.

Although child care needs differ throughout the nation, every community is faced with providing quality, affordable child care that is accessible to all families. Child care resource centers are one of the best tools for helping communities meet child care needs with the combined resources of many shareholders.

Reaching out to these shareholders and the community through an effective public education program is a fundamental task of every child care resource center (CCRC). Center staff and advisory boards are expected to provide education on child care needs and goals, and to spark more commitment from the public to improving the child care system (*Shareholders in the Future*, p. 11).

How to Use the Manual

This manual is designed to help CCRCs design a public education program to meet the unique needs of their communities. The manual describes how to start a program and build a constituent base. Included are useful tips for teaching the community about child care needs, sample materials, and suggestions for how to compile comprehensive lists of resource information and personnel.

Community assessments, for example, are valuable tools that enable CCRCs to reach community leaders, child care advocates and providers, business leaders and parents. The manual describes how to make a community assessment, including sample letters, survey instruments, and interview techniques.

Guidelines for forming a public education committee are delineated in another section and include hints on selecting committee leadership. The manual also describes the steps the committee should take in setting public education goals for the CCRCs. Timelines are included to illustrate how public education projects evolve from goals to action and resolution. Two important steps in this process are preparing an effective presentation of the issues

and ensuring worthwhile interaction with the media. A section of the manual describes techniques of working with the media, with a sample press release and public service announcement.

Brief descriptions of key child care issues, highlights of the major concerns and problems facing child care in the nation, are provided in Chapter VII. Each resource center should identify issues that are relevant for their communities; the issues outlined in this manual are not meant to be conclusive. The briefs can be adapted by CCRCs to reflect regional differences or reproduced for distribution internally or in the community.

Chapter VIII, Governmental Agencies, describes the federal laws and agencies that affect child care. Included is a brief description of how bills are passed by Congress and how funding reaches children and their families. The chapter also has two sections on how CCRCs can gather information about state and local laws, agencies and funding streams.

Suggestions for evaluating projects and public education programs are in Chapter IX. Evaluations can help committees plan for the future and avoid mistakes.

The last section of the manual lists the resources available to public education committees. The list includes books and materials, agencies and organizations that are involved in child care, and how to assemble a list of local agencies, organizations and media contacts.

In theory, the manual includes all the information needed to set a public agenda for child care in a region. A CCRC should be able to model a comprehensive public education program from the information and materials in this document. However, not every situation can be anticipated or every problem foreseen. Help is available from state and national child care organizations and from other nonprofit organizations and agencies in your community.

FUNCTION OF PUBLIC EDUCATION

The main function of a public education program at a CCRC is to educate the community about the needs and goals of child care. The education process should result in improvements in child care and the development of a "solid constituency better able to advocate for change" (Shareholders, p. 11). By broadening the advocacy and funding base for child care initiatives, public education activities will also support the resource center's comprehensive goal of expanding the supply of quality, affordable child care to all families.

Because resource centers have limited staff, volunteers and resources, it is important to set priorities for public education work. It is better to succeed at a few sophisticated, well-timed, well-orchestrated public education projects than to attempt too many projects and achieve limited results on each. The CCRC staff and volunteers should create an image that is professional, reliable, responsive, and passionate.

To summarize, the major goals and objectives of public education are:

- To reach out to the community with information about child care issues and concerns;
- To set priorities in dealing with child care issues; and
- To disseminate information into the community that results in some action being taken.

Two key ingredients to accomplishing these goals and objectives are passion and planning. Passion keeps staff and volunteers motivated even when projects seem overwhelming and intimidating. Planning results in reasonable goals and well- organized projects and prevents staff and volunteer burnout. Successful public education projects will help resource centers meet their goal of providing for the child care needs of children and their families.

REFERENCE

Shareholders in the Future: Marylanders Invest in Child Care. A proposal of the Maryland Employers Advisory Council in Child Care. Baltimore: Maryland Committee for Children, Inc., November 28, 1988.

2. IMPLEMENTATION PLAN

The public education program should be an integral part of child care resource center (CCRC) operations from the outset. In designing a public education program for a region or a specific community, it is essential to have the following ingredients:

- A sense of the child care issues that the community, and particularly key decision-makers, believe should be addressed;
- A short list of public education goals based on this understanding of the community;
- A cadre of volunteers to carry out these goals;
- The necessary resources to be successful; and
- The ability to translate public education goals into manageable, dynamic, successful public education projects.

This chapter explains how to develop these ingredients into a public education program. A list of suggested activities for the first six months are included, along with other lists of ongoing activities and statewide training opportunities. The chapter concludes with suggestions on organizing a public education committee and selecting its leadership. As long as the public education agenda reflects the needs of the community and the goals of the CCRC, the program will be a vital part of the CCRC.

GETTING STARTED

The start up of a public education program for a CCRC requires roughly six months. Below is a suggested calendar for implementing a program.

First Month

- Recruit core members of the public education committee. (This chapter includes suggestions for recruiting a committee and its leadership.)
- Schedule initial meeting of public education committee.
- Send out notices for first committee meeting.

- Plan at the first committee meeting to:

  Discuss purposes of public education in the CCRC;

  Discuss community assessment process (Chapter III of the manual describes the process and includes sample sur-veys);

  Review and revise community education surveys;

  Develop methodology for surveys; and

  Generate survey mailing lists.

  Complete survey mailing lists.

Second Month

- Send out surveys and interview letters.
- Set up appointments for interviews with key leaders.
- Encourage core members of the public education committee to be involved in the interview process.
- Begin to tally data from surveys and interviews.

Third Month

- Meet with core members of the committee to discuss the status of the assessment process and relate initial survey findings.
- Complete interviews and survey follow-up.
- Complete analysis of survey data.
- Recruit additional members for public education committee using information from surveys and interviews.

Fourth Month

- Schedule a meeting for the full public education committee, including core members and new recruits.

- Meet with public education committee to:

  Discuss purposes of public education in the CCRC;

  Review the results of the survey;
  Develop goals for the public education program (how to set goals and organize projects is outlined in Chapter IV), and

  Set a regular monthly meeting time.

Fifth Month

- Meet with public education committee to:

  Review goals developed at previous meeting;

  Set priorities based on community needs;

  Discuss possible projects to meet each goal (Chapter V describes how to present issues through projects); and

  Assign project ideas to committee members to research for feasibility and cost (CCRC staff will serve as resources).

Sixth Month

- Meet with public education committee to:

  Hear reports on project ideas to meet public education goals;

  Select a public education project based on community priorities and feasibility reports;

  Define tasks to complete project;

  Develop time line for completion of project;

  Assign tasks to committee members and CCRC staff.

- Begin work on a public education project.

This calendar lays out an orderly progression of activities to begin a public education program. Each resource center can adapt these activities to meet its own needs. Some CCRCs may go through all the steps in less than six months, while other CCRCs may take

longer. Time spent on the surveys and interviews is critical for building a base of support among leaders and members of the community. It is important to get child care information to the public as soon as possible, but not at the expense of quality.

Ongoing Activities

After the start-up phase for the public education program is completed, ongoing activities should be in place to keep the committee working toward completion of goals. These activities include:

- Monthly meetings of the public education committee;
- Recruitment of new members for the public education committee;
- Monthly communication among public education staffs at other resource centers in the state;
- Formal quarterly reports of public education activities;
- Formal assessments each year of the public education program reported in the CCRC's annual report;
- Training sessions for public education work (see below for description of training);
- Evaluations of all public education projects and activities (see Chapter IX); and
- Reassessments of goal priorities at the conclusion of each project.

As each public education project concludes, the committee should begin exploring other possible projects and activities. The steps for selecting a project (listed above in the fourth through six month period) should be repeated for each project. New information (such as zoning law changes, the passage of major state or federal child care legislation) should be included in the decision making process.

Training

Staff at the child care resource center will work with committee members and volunteers in developing components of public education programs. Training sessions led by CCRC staff or outside consultants can be planned to help committee members devise public education programs and work with child care issues. Listed below are training topics to consider:

- Making a Community Assessment

  How to adapt sample surveys for local needs, different methodologies in administering

How to adapt sample surveys for local needs, different methodologies in administering surveys, how to conduct interviews, and survey analysis

- Building a Public Education Strategy

  How to set goals based on community needs, setting priorities, and how to translate goals into projects and tasks

- Presenting an Issue

  Steps for a successful public education campaign

- Getting the Community Involved with Child Care

  How to translate information to action

- Federal and State Legislation

  A discussion of current legislation affecting child care at the state and federal levels

- Child Care Issues

  A discussion of critical child care issues

Training staff can be recruited from local advocacy groups or state child care agencies.

ORGANIZING A PUBLIC EDUCATION COMMITTEE

In the introduction, the key ingredients to accomplish public education goals were described as passion and planning. To achieve passion and planning, it is necessary to recruit passionate and organized volunteers for public education projects.

Key advocates for child care who should be involved in public education work are child care association representatives, local providers, parents, and other child care professionals. However, it is just as important to reach beyond the traditional constituency base to new supporters of quality child care. The public education committee is an excellent place to begin broadening the base of support to business people, civic organizations, politicians and school personnel.

A public education committee allows a variety of constituencies to work together toward common child care goals. The broader the base, the more representative the committee will be of the community. A representative committee will be an asset in reaching a wide spectrum of citizens with the child care message.

Recruiting Members

Earlier in this chapter, reference was made to a core committee. This group should be recruited from the traditional child care agencies, groups and organizations. (A suggested list of child care associations and organizations are included in the Resource chapter.) Each agency or organization should be asked to identify one person to service on the public education committee. An organizational meeting should be held at the CCRC offices at a time convenient for committee members.

Membership of the committee should be expanded after the community assessment has been made. The interview process and survey cover letters can be used to recruit additional committee members. Core members are another source of new recruits. At the initial meeting, ask core members to list potential committee members and make the initial contact. The resource center's advisory or governing board and staff can also suggest groups or individuals to be included on the committee.

In rural areas recruitment for the public education committee may be difficult because many representatives of groups or agencies are already involved in other state and local child-related task forces. Possible alternatives to creating a CCRC public education committee include:

- Designating a subcommittee of the resource center's advisory/governing board to work on public education projects;
- Working with an existing child-related committee to set up a subcommittee to work on child care issues that will enable the CCRC to meet its goals; and
- Scheduling public education committee meetings prior to or after meetings of other child-related groups, such as:
    1. Children's councils sponsored by state or local governments;
    2. Councils for preschool programs sponsored by the local public schools;
    3. Local interagency councils that coordinate services for the federally funded Infants and Toddlers Program; and
    4. Policy councils sponsored by local Head Start programs

CCRC public education committees should coordinate all activities and projects with other child-related groups. For example, a campaign to expand child care for children with special needs should have the support and involvement of councils that coordinate services for the Infant and Toddlers Program. If possible, representatives of all local children's groups should be included on the committee to coordinate efforts.

Selecting a Leader

An effective chairperson is critical to the success of the public education committee. This person is instrumental in inspiring and maintaining the group's enthusiasm and in providing strong leadership. An effective committee chair should:

- Be respected by the child care community and decision-makers in the government and business sectors;
- Possess facilitation skills; and
- Embrace the goals and objectives of the CCRC.

The chairperson will be expected to work closely with the CCRC staff on public education projects. This position is not an honorary post; it requires a commitment of both time and energy. The chairperson is expected to:

- Attend and conduct all meetings of the public education committee;
- Work with CCRC staff in developing committee meeting agendas;
- Be actively involved in the supervision of public education projects;
- Represent the committee at meetings of other child-related groups; and
- Make presentations to local organizations, such as business and community groups, churches, and PTAs.

The appointment of the committee chairperson should be for a specific period of time, probably one year, with an option to renew the appointment for a second term. New leadership injects new life into the committee and encourages new ideas. The committee should not become a forum for one viewpoint or sector of the child care community.

Planning Effective Meetings

Committee meetings should be an opportunity for members to reach consensus on issues and projects and report on work done in the interim. Disagreements among members about child care issues should be handled in a positive manner that does not cause tension or division. Listed below are some pointers for conducting an effective meeting include.

- Plan an agenda for each meeting and stick to it. Additions to the agenda should be agreed on by the entire committee.
- Respect the committee members' time. Meetings should not last more than two hours.
- Ensure that every member is able to participate fully. One or two people should not dominate the meeting.
- Create an open atmosphere. Encourage creative ideas and welcome input from all participants.
- Establish a sense of continuity to the proceedings. Each meeting should include information about past, present, and future business.

3. COMMUNITY ASSESSMENT

One of the most important tools in disseminating information is the survey. Through a survey, an organization can inform a targeted constituency about issues, find out about community priorities, and begin to establish a base of support. The survey instruments must be carefully constructed to achieve these outcomes. Through surveys, the committee presents issues and listens to responses; surveys should never be used for indoctrination.

There are two primary methods of surveying a community-- personal interviews, and a mail out questionnaire. The public education committee may decide to use only one method, or a combination of both. Different instruments should be developed for the two types of surveys. The following chapter lists the steps for developing a mailing list, describes the two survey methodologies in detail, provides instructions for interviewing, and includes sample letters of introduction and questionnaires.

MAILING LISTS

Putting together a mailing list is one of the first steps toward developing a constituency for the child care resource centers (CCRC). The public education committee will be able to reach not only traditional child care advocates and providers, but also leaders and organizations representing every aspect of a community. Broad-based support is necessary for the public education committee and the CCRC to succeed.

Core members of the public education committee and the resource center's advisory/governing board and staff are probably the most important sources for compiling survey mailing lists. This group should be able to identify the key child care and community leaders to be included in the survey process. Other resources also can be tapped, including:

- Local Chambers of Commerce (ask for lists of member businesses to be sorted according to number of employees, if possible);
- Local associations of family cay care providers;
- Local Early Childhood Education Associations; and
- Local associations of child care directors or centers.

In addition to membership rosters, these groups should be asked to provide a list of their officers.

The committee should also ensure that representatives of the following groups and individuals are included on the mailing list:

- Civic organizations (such as the League of Women voters);
- Service clubs (such as Kiwanis, Rotary, Lions Club);
- Parent-Teacher Associations;
- Community organizations;
- Political groups such as Democrat and Republican clubs;
- Local colleges and universities;
- Head Start programs;
- Public and private schools;
- Local children's councils and organizations;
- Churches (especially those involved in child care and development);
- Local media (including representatives of newspapers, radio and television);
- Local employee unions; and
- County and city governments (both elected and appointed officials).

The mailing list is not a static document. It will expand as the committee learns more about the community and its leaders. One of the benefits of taking a survey is the establishment of a network of contacts. The committee will have access to people that can influence local priorities and action.

INTERVIEWS

The most effective way to survey key community and child care leaders is face-to-face interviews. While information gathering is an important part of this methodology, educating these leaders and garnering their support is probably more critical. The interview should be informative, positive, and as brief as possible. The interviewer should be able to communicate the issues concisely and clearly, to listen without being judgmental, and to record responses accurately. The interview may be the first and only personal contact the CCRC makes with a leader; the impression should be professional, friendly, and informative.

The interview process can be divided into six stages:

- Selecting the key leaders to be interviewed;
- Sending a brief introductory letter;
- Making a follow-up phone call to schedule the interview;
- Conducting the interview;
- Compiling the results; and
- Sending out results to interviewees.

Key Leaders

The mailing list for the community assessment should be completed before key leaders are selected. Using the master list, the committee should determine who should be contacted personally. The criteria for selection should include the person's role in the community, involvement in child care, and his or her potential for helping the CCRC reach its goals.

Because the interview method is very time consuming, the results should warrant the time spent. The number of leaders selected should match the amount of time the staff and committee have for interviewing. If necessary, set priorities for interviews to ensure the most important people are contacted. During the interview process, the committee also may learn of additional people that should be contacted personally.

Introductory Letters

A sample of an introductory letter to send to key leaders is included at the end of this chapter. This letter should alert the leader that someone will make a follow-up telephone call to make an appointment, and include information about the CCRC and the public education program. Do not send the letter until the staff and committee are ready to begin interviewing.

Follow-Up Telephone Calls

The person assigned to conduct the interview should call the leader within one week of mailing the introductory letter. The interviewer should:

- Identify him or herself as a representative of the CCRC Public Education Committee;
- Ask the leader if the introductory letter was received;

- Ask if the leader has any questions about the letter (if the leader did not get the letter or does not remember it, be ready to relate briefly all information in the letter);

- Schedule an appointment at a time and location convenient to the leader--assure the person the interview will be brief; and

- End the conversation with a friendly sign-off, such as "I look forward to seeing you next Tuesday at 3 o'clock."

The entire conversation should take no more than five minutes. Do not begin discussing issues on the telephone. If the person is uncertain about the purpose of your interview and the role of the CCRC, reiterate the information contained in the letter. Assure them that you will be happy to answer questions during the interview.

Interview Techniques

Sample interview questions are included at the end of this chapter. The questions selected for the interview are designed to find out how much the leader knows about child care issues and what his or her views are about these issues. In asking questions, the interviewer can define issues and discuss the role of the CCRC in relation to the issues. Listed below are some tips for a successful interview.

- Be on time for your appointment. Lateness indicates a disregard for the person to be interviewed.

- Do your homework. Issue briefs should be written before the interview process begins. (Sample briefs are included in this manual.) Be able to discuss each issue concisely; do not read to the interviewee. Bring materials about the CCRC if any are available. Be ready to answer questions about the CCRC's role in the community.

- Keep it brief. Don't tell people more than they want or need to know. The interview should take between 15 and 30 minutes.

- Be friendly and open, but maintain a professional relationship. You are here to educate and listen, not to chat.

- If the atmosphere is tense, try to find the underlying cause. Don't probe too deep; the tension may not be related to your visit.

- Keep the interview moving; don't dwell too long on a single topic. At the same time, don't cut a person off. Take your cues from the interviewee.

- Be a good listener. Ask follow-up questions if necessary.
- Ask the person if they would be interested in being a member of the public education committee.
- Thank the person for their time and effort. Assure them that they will receive a summary report about the community assessment when it is completed.

Interview Results

The interviewer should edit his or her notes from the interview as soon as possible. Additions and clarifications are much easier to make if the interview is still fresh. One person from the committee or the CCRC staff should be designated to compile the results of all the interviews. The compiler should look for:

- Similar threads running through the interview reports;
- Similarities and differences of priorities for child care and child care issues;
- Similarities and differences between community leaders and child care representatives;
- Ideas for public education projects;
- Possible recruits for the public education committee; and
- Local child-related issues not included in the issue briefs.

The following questions can also be used in analyzing results of the interview.

- Which community leaders were the most enthusiastic? What is the nature of their constituency and how can the CCRC reach that constituency?
- What were the key issues mentioned by most leaders?
- What do business leaders perceive as their role in child care?
- What do leaders think about the role of government in child care?

The written report should include a description of the sample population, the number of people interviewed, and the information outlined above. Any information that will help the public education committee or the CCRC achieve its goals should be included. Anecdotal information given in the interviews should be a part of the report if it illustrates an issue more clearly and provides local perspective.

Reporting Results

A good method of reinforcing contacts made during the interview process is sending out a summary report. The report can include information from the mail out questionnaire as well as the interviews, or from the interviews alone. The report gives the committee another chance to put child care issues before community leaders. For the greatest impact, keep the report brief and concise, avoid jargon, and use an eye-appealing layout. (For more information about preparing a report, see the Materials section in Chapter V.)

MAIL OUT QUESTIONNAIRES

The purposes for mail out questionnaires and personal interviews are the same: to gather information, to educate, and to build support. However, there are two primary differences in the two methodologies: the questionnaire is designed to reach a wide audience as opposed to a few select individuals, and the emphasis of the questionnaire is to gather information.

The questionnaire process can be divided into these stages:

- Developing a questionnaire;
- Preparing labels from the mailing list;
- Sending questionnaires to respondents;
- Coding questionnaires;
- Making follow-ups of nonrespondents;
- Compiling the results; and
- Sending out results to respondents.

The committee should set a timeline for each stage. The entire process should take about four months. (See Chapter II for a suggested timeline for getting a public education committee started.) Availability of staff and committee members will directly impact the

completion of the assessments. Because the community assessment is critical to a successful public education program, allow more time for completing the work if necessary.

Questionnaire Development

The questionnaire should be self-explanatory, concise, and easy to understand. The primary purpose is to gather information that will help the public education committee do its job. Every question should be included for a reason. The longer the questionnaire, the less likely it is to be completed and returned.

A sample questionnaire is included at the end of this chapter. If it meets the needs of the CCRC, it can be duplicated and distributed without revision. The committee also can add to the questionnaire, delete portions, or restructure it. Remember that the questionnaire will be sent to a large audience, many of whom do not have a background in child care. Explanations must be concise and never misleading. The purpose is to discover the respondents' views and priorities; do not use language that can subtly bias the reader.

Mailing Labels

At this stage in the assessment process the mailing list should have been compiled and computerized. The list should be edited for duplications and obvious errors. Because the mailing list is the focus of the public education committee, it must be accurate and complete. Additions to the list from new sources or the interview process should be ongoing, but for purposes of the questionnaire, a cut-off date should be set for those to be included in the study.

Distribution

A cover letter describing the CCRC, the public education committee, and the purpose of the community assessment should be sent with the questionnaire. A sample letter is included in this chapter; it can be used verbatim, but should appear on CCRC letterhead. Because the letter may be the first information about the resource center received by the respondent, it will set the tone for future communication.

The committee should determine an acceptable return rate for the questionnaires. If a large number are mailed, a 50 percent rate may be acceptable. If only 40 or 50 are distributed, a 75 percent rate may be desired. Listed below are several suggestions to increase the rate of return are.

- Keep it short. A long questionnaire is more likely to be set aside and forgotten.
- Use close-ended questions. A respondent is more likely to fill out a form that requires a check mark than one that requires a lengthy answer.

- Include a pre-addressed, postage paid envelope with the survey. The respondent is donating his or her time to complete the survey; don't ask for postage as well.

Coding

One way to simplify and improve data collection and follow-up procedures is to code questionnaires. By preprinting codes consisting of numbers or letters, the computer or person compiling the data can easily sort responses by type of respondent, location, etc. Coding should never be used to identify respondents if confidentiality has been promised.

Resource centers representing more than one jurisdiction will probably find it helpful to code by jurisdiction. For example, a person working in one county may reside in another jurisdiction. Since the questionnaire is being sent to a wide audience, it may be difficult to word a residency question that identifies the respondent with the correct locale.

Coding can also improve data analysis. For example, questionnaires can be coded by type of respondent. Replies from the business sector can be analyzed separately or compared to respondents from other sectors. In addition, any bias resulting from unequal responses among jurisdictions or type of respondent can be adjusted in the analysis.

Codes are almost a necessity if follow-up procedures are used to increase return rates. The codes will identify those who have returned questionnaires, and allow the committee to contact those who did not return questionnaires.

An example of how codes can be added to questionnaires:

Jurisdictions:

County A:	A
City B:	B
Township C:	C

Type of Respondent:

Business:	1
Government - elected:	2
- appointed:	3
Local Schools:	4
Family Day Care Provider:	5
Child Care Center:	6
Civic organization:	7

Numbering every person on the mailing list: 001 to the end

A code written at the top, right hand side of the questionnaire as: A2.026 would indicate the respondent was from County A, an elected official, and #26 on the mailing list.

Follow-Up Calls

The use of follow-up telephone calls or letters to nonrespondents can make a significant difference in the return rate. Calls can be time consuming and unnecessary if enough questionnaires have been returned. If the return rate is inadequate and no one is available to make telephone calls, a second mailing can be made to nonrespondents. The mailing can be a letter asking that the survey form be returned or include the original package (cover letter and questionnaire).

If telephone follow-up calls are made, the caller should:

- Identify him or herself as a CCRC staff person or volunteer;
- Ask if the respondent received the survey: if yes, ask if the respondent had any questions; if no, arrange to send out another packet;
- Stress the importance of the questionnaire to the CCRC and the public education committee; and
- Ask the respondent to return the survey that day or as soon as possible.

Questionnaire Results

The questionnaire results should accurately reflect the opinions and priorities of the respondents. The written report should include a description of the population receiving the questionnaire, the number of responses, a brief description of the methodology (for example, how the were results analyzed, how the respondents were selected, whether follow-up calls and letters were used), and a copy of the survey instrument.

If there are a large number of surveys to analyze, the data can be entered on a computer for statistical analysis. This can be done only if the questions are close-ended (multiple choice, yes/no, ranking, etc.). Subjective answers must be read and recorded individually.

If there are fewer than 50 questionnaires in the sample to analyze, it may be easier to tally answers by hand. Statistical analysis should be used on large samples; the probability of error decreases as the number of responses increase. Simple tallies can still provide the committee insight about community needs and priorities. In both large and small samples, analysis will be easier and more consistent if close-ended questions are used.

If questionnaires were coded, data should be analyzed by type of respondent. It will be helpful to the public education committee to know, for example, if the concerns of business people are similar to those of child care providers.

Suggestions for analysis of results in the interview section are relevant for questionnaire analysis as well. The most important aspect of any analysis is that it helps the public education committee and the CCRC reach their goals.

A CCRC staff person should be responsible for compiling a report. This report may be combined with the interview results, or include only questionnaire results. The report is the first major project of the public education committee, and should reflect the committee's goals and purposes.

Reporting Results

Similar to the interview follow up, sending out a summary report to questionnaire respondents reinforces CCRC involvement in the community. The report can include information from the questionnaire and interviews, or from the questionnaire alone. For the greatest impact, keep the report brief and concise, with an eye-appealing layout. Use graphics whenever possible to make a point, and keep the report informative, not dogmatic. (See the Materials section in Chapter V.)

SAMPLE INTRODUCTORY LETTER

Interview Method
[Use CCRC letterhead]

[Date]
[Inside address]

Dear_____,

Recently, the _____ Child Care Resource Center was established to deliver an array of services to improve and expand child care resources in this region. The center is attempting to involve a broadly defined group of "shareholders" in the development of these resources. Shareholders are identified as parents, providers, regulators, employers, educators, labor groups, local and state government, public agencies and civic, charitable and advocacy organizations.

The resource center's purposes are to help parents find child care, work to improve the quality of child care by providing training to child care workers, increase the availability of child care programs, provide technical assistance to prospective child care operators, help employers implement work/family programs, offer parenting seminars and workshops, and provide statistical information on the status of child care delivery.

Reaching out to shareholders and the community through an effective public education program is a fundamental task of each regional Child Care Resource Center. A Public Education Committee has been formed to:

- Share information about child care issues and concerns with the community:
- Set priorities in dealing with child care issues; and
- Disseminate information into the community that results in action.

The committee needs your help in determining the key child care issues in this community. Information you provide will help the regional center set a course of action leading to quality child care that is accessible and affordable.

In a few days, a committee representative will contact you to set up an appointment to discuss child care issues. We want to know your opinions about child care in this community.

We look forward to seeing you soon.

Sincerely,

Public Education Committee Chair

INTERVIEW QUESTIONS

Before the interview appointment, write the full name, job title and agency/organization of the person to be interviewed. The interviewer will record all responses.

Availability

1. Child care is provided primarily by family day care providers and centers operated by churches, community associations, for-profit corporations, schools and other organizations. Parents have the greatest difficulty in locating care for infants (children under age 2) and children with special needs. Parents looking for after-school, evening and weekend child care also have few options. Care for sick children is almost nonexistent.

   - Is there an adequate supply of child care in your community?
   - Can parents with infants or special needs children find quality care?
   - Is there a safe, caring place for parents to leave children recovering from colds and other childhood illnesses?
   - Does this community have adequate facilities for before-and after school child care? Are the public schools involved in providing this service?

2. Child care facilities are located in residential neighborhoods, commercial areas, and at the workplace. There are benefits to each location. Neighborhood facilities offer children stability in peer relationships and transition from child care to school. Centers centrally located in commercial areas are often larger and have more comprehensive programs. Facilities at the workplace give the parents better access to their children and permit more parent involvement in day-to-day activities.

   - Where should child care facilities be located?
   - What location is best for families?
   - Is the business community actively involved in providing child care for workers?

3. Child care is a critical component of recent welfare-to-work initiatives enacted by state and federal legislators. Thousands of children between the ages of 0 and 12 years old participate in the Aid to Families with Dependent Children program and therefore have parents who are eligible for a training or work program. The availability of child care often determines whether or not a parent can enter a program.

   - Does this jurisdiction have adequate child care for children of the working poor or participants of welfare-to-work programs?

Affordability

4. Child care is the fourth largest budget item for many families, after housing, food, and taxes. Rising costs of other necessities are putting even greater strains of family budgets. For many parents, the cost of child care is already prohibitive. [Add state or local data here, if available. For example, in Maryland the average cost for full-time child care for 0 to 5 year olds in licensed facilities is about $4,300 a year.]

   - Is child care affordable in your community?

5. Child care costs are higher for certain populations. Infant care, requiring a high ratio of adults to children, is often the most expensive. The cost of providing child care for children with special needs is also more expensive. While it is beneficial to everyone to integrate special needs children in regular programs, there are added costs of staff training, accessible facilities, and high staff to child ratios.

   - Should government subsidies be made available to families and providers of child care for special populations?

Purchase of Care

6. Funds to subsidize the cost of child care for low income families are available in most communities through federal and state funded programs. Subsidies are available only to those whose income is within established limits. Because of limited resources and high demand, income eligibility in many areas is based on outdated income figures. [Insert income eligibility data for child care subsidies for your state.] Even with low eligibility requirements, Many states estimate that at least twice the number now being served are eligible for child care services.

   - Is the amount of state and federal funds allocated for child care subsidies in this community adequate?

   - Should local funding be used to supplement federal and state child care subsidy programs?

- Should eligibility requirements for child care subsidies be designed to include the working poor as well as those living in extreme poverty?

Regulation and Licensing

7. Describe procedures for the regulation of child care for your state and community. Name the state/local agencies responsible for regulation and licensing, and state their legal relationship to child care providers.

   - Is the staffing of the regulatory agency(ies) in this community adequate?

   - Do providers get adequate service? Are applications processed quickly and efficiently?

   - Are the rgulattory staffs able to enforce licensing requirements?

Child Care Workers

8. According to *The National Child Care Staffing Study* (1989) the average hourly wage for child care teaching staff was $5.35, resulting in an annual income of $9,363 for full-time employment. The study found that only two out of five workers received health coverage and only one out of five had a retirement plan.

   - What do you think is the average salary for child care workers in your community?

   - Do you think child care workers in your community are paid an adequate salary?

   - Should child care workers receive minimal benefits? Who should pay the additional costs?

9. Recently there has been an emphasis in implementing developmentally appropriate practices in all programs for children. The National Association for the Education of Young Children believes "a high quality early childhood program provides a safe and nurturing environment that promotes the physical, social, emotional, and cognitive development of young children while responding to the needs of families."

   - Should child care workers and providers be required to complete periodic in-service training as a prerequisite for licensing?

Barriers to the Expansion of Child Care

10. In each community, certain barriers inhibit the delivery and expansion of child care. There are three major types of barriers: financial, regulatory and zoning. [Add or delete topics to reflect barriers in your own community.]

a. Financial Barriers Include:

Costs of constructing a child care center or starting a family day care home;

Difficulties in finding a site for child care center;

Rates for state subsidies for child care too low;

State subsidy reimbursement process too cumbersome and slow;

Costs of equipping child care center or home too high;

Regulatory costs too high; and

Insurance/liability costs too high.

- Which financial barriers inhibit the growth of child care in your community? Which barrier is most obtrusive?

b. Regulatory Barriers Include:

Water and sewer inspection;

Fire inspection;

Building codes;

Criminal background check for new child care center staff and day care providers and their families;

College credits necessary for center staff; and

Additional requirements of regulatory agencies.

- Which regulatory barriers impact the expansion of child care in your community?
- Which barrier is most obtrusive?

c. Zoning Barriers Include:

Local zoning regulations;

Shortage of suitable sites for child care programs;

Difficulty in getting zoning exemptions; and

Homeowner association/condominium restrictions.

- Which zoning barriers inhibit the growth of child care? Which barrier is most obtrusive?

- Which type of barrier--financial, regulatory or zoning--creates the greatest obstaclesin increasing the availability of child care in your community?

Unregulated Child Care

11. In most states, there is space for only a portion of children under the age of 12 with working mothers in regulated child care programs. [Add local data here.] The remaining children are cared for in their own homes by relatives, in self-care, or in non-regulated child care situations. The National Commission on Working Women estimate that more than 7 million children in the United States care for themselves at least part of every day while their parents work.

    - Should all child care providers be required to be licensed?

    - Should some individuals or groups be exempt? (For example, family day care providers, religious-affiliated child care programs, programs operated by recreation departments, child care programs in public and private schools, or summer camp programs.)

Community Involvement

12. Local governments could become more involved in child care issues. The ways local government could be involved in the delivery of child care include:

    Providing child care subsidies to the working poor;

    Donating school space for child care programs;

    Operating child care facilities for local government employees.

    Targeting assistance to particular groups, such as infants or children with special needs; and

    Providing child care aid for unemployed parents looking for work.

    - Should local government be involved in child care delivery?

- If so, what are the most important actions that can be taken by local government?

- Would you be willing to pay for increased services through: increased taxes? reductions in other programs? fees for services?

13. Businesses are increasingly playing larger roles in the provision of child care. The ways businesses can be involved in child care include:

    Providing on-site child care for employees;

    Operating a child care center in conjunction with other area businesses for employees;

    Providing personnel to serve on local child care committees;

    Including child care options in employee benefit packages;

    Implementing fair leave policies for employees that take into account family needs; and

    Assuming a leadership role in child care issues.

    Should businesses be involved in child care?

- If so, what are the most effective ways businesses can be involved?

Additional Comments:

SAMPLE COVER LETTER

Questionnaire
[Use CCRC letterhead]

[Date]

[Inside address]

Dear_____,

Recently, the _____ Child Care Resource Center was established to deliver an array of services to improve and expand child care resources in this community. The center is attempting to involve a broadly defined group of "shareholders" in the development of these resources. Shareholders are identified as parents, providers, regulators, employers, educators, labor groups, local and state government, public agencies and civic, charitable and advocacy organizations.

The resource center purposes are to help parents find child care, work to improve the quality of child care by providing training to child care workers, increase the availability of child care programs, provide technical assistance to prospective child care operators, help employers implement work/family programs, offer parenting seminars and workshops, and provide statistical information on the status of child care delivery.

Reaching out to shareholders and the community through an effective public education program is a fundamental task of each child care resource center. A Public Education Committee has been formed to:

Share information about child care issues and concerns with the community;
Set priorities in dealing with child care issues; and
Disseminate information into the community that results in action.

The committee needs your help in determining the key child care issues in this community. Information you provide will help the regional center set a course of action leading to quality child care that is accessible and affordable.

Please take a few minutes now to complete the enclosed questionnaire and return it in the envelope provided. We will send you a summary of our findings at the conclusion of the study.

Thank you for your time and cooperation.

Sincerely,

Public Education Committee Chair

COMMUNITY CHILD CARE QUESTIONNAIRE

The information gathered through this questionnaire will enable the _____ Child Care Resource Center to identify the strengths and weaknesses of the child care delivery system in this community. We encourage you to share comments and issues not included in the questionnaire at the end of this form or in additional correspondence. If you have any questions, please contact [the name and telephone number of a CCRC staff person should be provided in this space]. Thank you for your help!

[NOTE: If questionnaire forms are coded by type of respondent, and location, the following two questions can be deleted.]

1. Which category most closely describes your position as it relates to child care?

___ Business community
___ Family day care provider
___ Child care center staff
___ Child care advocate
___ Nursery school staff
___ Civic organization
___ Public school employee
___ Other (please list)_____

___ Elected official
___ Appointed government official, agency representative
___ Parent
___ Child-related group

2. Please identify the jurisdiction in which you hold this position:

___ County/City A
___ County/City B
___ County/City C

Availability

3. Is there an adequate supply of: (Please check the appropriate answer.)

	Yes	No	Do Not Know
Family day care	___	___	___
Child care centers	___	___	___
School-age child care	___	___	___
Infant care (birth to age 2)	___	___	___
Weekend/evening care	___	___	___
Sick child care	___	___	___
Special needs child care	___	___	___

4. Where should child care facilities be located?

___ Near the workplace
___ In residential neighborhoods
___ In both locations
___ Don't know

5. Does this county/city have adequate child care for children of the working poor or participants of welfare-to-work programs?

___ Yes
___ No
___ Don't know

6. Are businesses in your community actively involved in addressing child care needs for workers?

___ Yes
___ No
___ Don't know

Affordability

7. The state average for full-time child care for 0 to 5 year olds in licensed facilities is about $\$$___ per year. For most parents in this area, this cost is:

___ Affordable
___ Not affordable
___ Do not know

8. Should additional government subsidies be made available to families and providers of care for special populations, including infants and children with special needs?

___ Yes
___ No
___ Don't know

Subsidized Care

9. Is the amount of state and federal funds allocated for child care subsidies in this community adequate?

___ Yes
___ No
___ Don't know

10. Should local funding be used to supplement federal and state child care subsidy programs?

___ Yes
___ No
___ Don't know

11. Should eligibility requirements for child care subsidies be designed to include the working poor as well as those living in extreme poverty?

___ Yes
___ No
___ Don't know

Regulation and Licensing

12. The regulation of child care in this state is the responsibility of _____ _____.

Are there sufficient staff in local regulatory offices:

To provide prompt service and technical assistance for family day care providers?

___ Yes
___ No
___ Don't know

To assist owners and developers of child care centers in meeting requirements?

___ Yes
___ No
___ Don't know

To recruit additional family day care providers?

___ Yes
___ No
___ Don't know

To enforce licensing requirements?

___ Yes
___ No
___ Don't know

Child Care Workers

13. According to *The National Child Care Staffing Study* (1989) the average hourly wage for child care teaching staff was $5.35, resulting in an annual income of $9,363 for full-time employment. Do you think child care workers in your community are paid an adequate salary?

___ Yes
___ No
___ Don't know

14. Few child care workers are eligible for health and other benefits through their work. The study cited above found that only two out of five child care teaching staff received health coverage and only one out of five had a retirement plan. Who should pay for these benefits?

___ Child care workers
___ Government
___ Business community
___ Parents
___ Not needed
___ Other, please list_____
_____

15. Should training in planning and implementing developmentally appropriate programs for children be required for:

Family day care providers:

___ Yes
___ No
___ Don't know

Child care center staff:

___ Yes
___ No
___ Don't know

16. Should child care workers and providers be required to complete periodic in-service training as a prerequisite for licensing?

___ Yes
___ No
___ Don't know

Barriers to the Expansion of Child Care

17. In each community, certain barriers inhibit the delivery and expansion of child care. In each category, rank the top three barriers that limit child care expansion in your community by writing "1" next the most conspicuous barrier, "2" for your second choice, and "3" for your third. (If you think only one or two barriers are legitimate, mark them accordingly.)

Financial Barriers

___ Cost of constructing a child care center or starting a family day care home
___ Difficulty in finding a site for child care center
___ Rates for state subsidies for child care too low
___ State subsidy reimbursement process too cumbersome and slow
___ Costs of equipping child care center or home too high
___ Regulatory costs too high
___ Insurance/liability costs too high
___ Do not know enough about these barriers to comment

Regulatory Barriers

___ Water and sewer inspection
___ Fire inspection
___ Building codes
___ Criminal background check for new child care center staff and day care providers and their families
___ College credits necessary for center staff
___ Requirements of regulatory agencies
___ Do not know enough about these barriers to comment

Zoning Barriers

___ Local zoning regulations
___ Shortage of suitable sites for child care programs
___ Difficulty in getting zoning exemptions
___ Homeowner association/condominium restrictions
___ Do not know enough about these barriers to comment

Unregulated Child Care

18. Should all child care providers be required to be licensed by state (or local) regulatory agencies?

___ Yes
___ No
___ Don't know

If no, who should be exempted?

___ Family day care providers
___ Religious-affiliated child care programs
___ Programs operated by recreation departments
___ Child care programs in public schools
___ Child care programs in private schools
___ Summer camp programs
___ Other, please list:_____

Community Involvement

19. The ways local government could be involved in the delivery of child care are listed below. Rank the top three priorities for local government in order of importance:

___ Provide child care subsidies to the working poor
___ Donate school space for child care programs
___ Operate child care facilities for local government employees
___ Target assistance to particular groups, such as infants or children with special needs
___ Provide child care aid for unemployed parents looking for work
___ Limit local government involvement in child care
___ Other (Specify):_____

20. As a private citizen, would you be willing to pay for increased governmental services through the following mechanisms:

	Yes	No	Do Not Know
Increased property tax?	___	___	___
Increased sales tax?	___	___	___
Reductions in other programs?	___	___	___
Fees for services provided?	___	___	___
Other (specify)_____	___	___	___

21. Some of the ways businesses can be involved in child care are listed below. Rank the top three ways you believe businesses should be involved in child care in order of importance:

___ Provide on-site child care for employees
___ Operate a child care center in conjunction with other area businesses for employees
___ Provide personnel to serve on local child care committees
___ Include child care options in employee benefit packages
___ Implement fair leave policies for employees that take into account family needs
___ Assume a leadership role in child care issues

Additional Comments:

Thank you for taking time to complete this questionnaire. Please return it as soon as possible in the envelope provided or send it to:

Public Education Committee
_____ Child Care Resource Center
(Complete address, including zip code)

If you are interested in learning more about the Public Education Committee or becoming a member, please contact_____.

4. SETTING GOALS AND CHOOSING PROJECTS

After the questionnaires and interviews have been analyzed, the public education committee should be ready to plan the first project. As the committee begins to set goals and plan future projects, it should keep in mind that a successful outreach effort is proactive. Do not wait for organizations and citizens to come to the resource center. Decide which people and organizations to focus on and then actively recruit their interest and participation. Determine ways targeted organizations can "buy into" the resource center's efforts and programs. With broad-based support, the possibilities for projects are endless.

SETTING PUBLIC EDUCATION GOALS

The goal setting process is a critical time for each person on the committee to feel he or she has a stake in the group's activities. Similarities and differences among the different representatives on the committee will surface at this time. The leader should allow the committee to discuss different viewpoints and reach consensus if possible. If ideas for public education projects come from committee members themselves, they are more likely to be implemented.

Some examples of goals are: to promote a broader knowledge of the day-to-day realities of child care; to encourage stricter enforcement of licensing regulations; to increase funding for the child care resource center (CCRC), etc. Public education goals should encompass committee concerns, the community assessment, and CCRC goals.

The steps listed below will stimulate the goal setting process.

- Devote a public education committee meeting to setting goals. Have one facilitator lead the discussion. Potential goals should be placed on a board or easel so that the whole group can see them.

- Recap survey results for the group and state the mission of the resource center at the outset of the goal-setting session.

- Have participants brainstorm all the possible ideas for a public education program. This session should be open but still monitored. Participants will be tempted to critique each idea that is presented. A facilitator's job is to discourage prolonged discussion at this stage and encourage the sharing of all ideas. At the end of this initial period, a broad range of ideas should have surfaced.

- Look at each idea in light of survey results, the mission of the resource center, available staff and other CCRC resources.

- Divide the list into short- and long-term goals. Short-term goals can be achieved in the next year; all other goals are long-term.

- Look at the short-term goals and ask participants to pick three or four goals that most closely reflect concerns identified by survey respondents and the CCRC.

- Take a briefer look at the long-term goals and decide which are most important. It is critical that the long-term goals be recorded and revisited at future meetings.

After the short-term list has been narrowed to three or four goals, the committee should begin defining projects and tasks to reach the goals. Setting goals should be a regular function of the public education committee. The committee should schedule a meeting each year to review goals and to reflect on changing needs and new developments in child care.

Organizing a Project

In selecting a public education project, the committee must be realistic about the feasibility of projected activities, the availability of resources, and actual impact of the project on child care in the region. If committee members are not willing and able to take on responsibilities for completing a task, the project should be dropped or put on hold.

Other child-related groups in the area may have had similar public education projects. Even if the purpose of those projects is not directly related to child care, it may be useful to contact these groups about how projects were planned, implemented and evaluated. The committee could learn valuable tips about what works and what does not.

The committee should also be sensitive to community concerns about issues that are related to child care. It may be easier to tie into another public education effort than to create a new project. "Piggy-backing" could result in a wider distribution of the committee's message.

Selecting a Format

The committee should determine which short-term goal is most important. Project activities should be narrowly focused to reach this goal. Several formats are available to meet your goal and get messages to the public, such as community forums, workshops, public service announcements and speakers' bureaus.

A variety of formats should be used to effectively promote the resource center's image and to inform the community about child care issues. At the start of every issue campaign, the committee should discuss all the possible formats and select the one that best matches the issue and organizational realities. In selecting a format, the questions listed below should be answered.

- How much planning time is required?
- How much money will it cost?
- How many volunteers are available to work on this project?
- What audience do you want to reach? What is their level of interest and expertise in child care issues?

Often organizations get stuck using the same formats over and over. The organization becomes predictable and stale to the public, and volunteers are not challenged to tackle new projects or learn new skills. Over time, creativity and volunteers are lost.

Several format ideas are listed below. These ideas are included to stimulate discussion; they are by no means a complete list.

a. Visitations

Take key community leaders on a tour of day care facilities or the child care resource center. Decisions about where to go, who makes the presentation, and how long the tour lasts should relate to the goal and a central message. Planning the logistics of a visitation are crucial to its success. Allow participants to spend some time with children if possible. While children can be unpredictable, they can also win over a reluctant visitor with a smile and a hug.

b. Speakers' bureau

Organize the most charismatic, articulate and committed volunteers to talk about child care issues to targeted organizations and at community meetings. Work with speakers to ensure presentations are factually correct, dynamic and effective. (See Chapter V, Making Presentations to Groups and Organizations.)

c. Town meetings

Sponsor a town meeting for the community at large. Try to organize the meeting around key issues that can result in a tangible result. For example, the effect of zoning on child care is a good topic for a town meeting. By inviting panelists with direct links to an issue, issues can be clarified and steps taken to resolve the problem. If the issue selected is controversial, make sure that all sides are represented. The meeting can also be used to inform the community about the mission and goals of the resource center. Finally, the town meeting is an ideal place to recruit volunteers for future public education projects. (See Planning a Discussion Meeting at the end of this chapter.)

d. Radio/TV presentations

Let the local radio and television media know speakers are available for talk shows and panel discussions. Include local media programmers in the interview process to make them aware of the CCRC and child care issues. (Additional tips and information about working with the media are included in Chapter VI.)

e. Conferences

Plan a conference around a child care issue or public education goal. Conferences require significant lead time and planning. (Information about setting up a conference is included at the end of this chapter.)

f. Workshops and Forums

Plan a workshop or forum for topics that are shorter and more focused. (Tips for planning a discussion meeting are included at the end of this chapter.)

g. Publications

Use well-designed, informative publications to educate the public about the child care resource center and child care issues. Chapter VII includes information about developing brochures and other materials.

Before a format is selected, the following questions should be answered:

- How much planning time is needed?
- How much money will the project cost?
- How many people are needed to carry out the project?
- How many people do you want to reach with your message?

- Who is the audience and how much do they know about child care issues?
- What is the main purpose: action? education? commitment?

Setting a Timeline

After the committee has selected a goal and format for a public education project, a project manager should be chosen. This person can be either a committee member or someone from the community. The project manager will be responsible for coordinating all aspects of the project and delegating tasks. It may be helpful to name a special committee to work with the manager to allow members to become better acquainted and spread the work more evenly.

One way to develop a timeline for a project is to work backwards from a firm deadline. Most projects should aim for a crescendo of activity immediately before the completion of the project.

Every project should include three stages that will vary in length of time according to the format selected. These stages are:

a. Planning the project:

- The public education committee should carefully define the expected outcomes of the project.
- The committee should select the most appropriate format, within resource limitations, to complete the goal.
- The project manager and special committee should be appointed to begin the process.
- The special committee should identify tasks to be completed for the format selected. The group should decide when the highest level of activity would be most beneficial.
- A project timeline should be developed to include each of the identified tasks. The time frame may need to take into account schedules of governmental bodies and agencies or activities of other groups working on parallel issues.
- All resources needed to complete the project, including financial and volunteer/staff time, should be identified.
- A budget should be generated. The budget should include funding for each task, including mailing, publicity, transportation, speaker fees, room rentals, etc. A substantial "miscellaneous" category should be added for emergencies.

b. Implementing the Project:

- Each member of the project committee should identify the task for which they will assume responsibility. This person may need to recruit additional volunteers to complete the task.
- Initial meetings with facility representatives, the press, officers of organizations, political and appointed officials, etc. should be scheduled.
- The committee should meet regularly to be sure activities are on track.
- If an event is being organized, be sure every aspect of the plan has been carried out. (See planning tips at the conclusion of this chapter.)
- Most formats will require handouts or prepared material. (See Chapter VII) Be sure materials are prepared and in adequate supply.
- Some kind of project evaluation by participants should be included. For example, participants of a conference or forum should be asked to evaluate the content and quality of the presentation.
- The project manager should appoint someone to be responsible for last minute logistical details.

c. Following up the project:

- The public education committee should stay in touch with everyone who participated in the project. They form a constituency base for other projects.
- Contacts should also be maintained with public officials and media personnel contacted through project activities. These people will continue to be important in a public education program.
- Plan a celebration at the conclusion of a major project, even if the outcome did not meet expectations. If a celebration is not feasible, the public education committee should write thank-you letters to speakers, volunteers, and others directly involved in the project.
- Each project should be evaluated by project committee members and volunteers.

A single project is rarely an end in itself. Often it motivates people to become more involved in future issues and events, and leads to a deeper understanding of child care issues. The completion of a short-term goal through a project is often the first step toward reaching a long-term goal. Every project, no matter how small or large, should increase the awareness of child care issues in the community.

CONFERENCE PLANNING

Conferences are major undertakings that require funding, careful planning, and organization. The expected results should warrant the time and effort spent staging a conference. Conferences can bring together a group of people, motivate them, and give them a new agenda for action. Usually conferences draw people with prior interest in a topic, but newcomers also can be involved. The main advantage of a conference is that it provides an opportunity to address a child care issue in depth.

The conference design should include fund raising, planning an agenda, publicity, logistics and follow-up. At the outset, the planning group should set clear goals for the conference. For example, does the group want to educate participants about a specific issue? Do they want to clarify policy choices or build consensus?

Tips for Program Design

There are no standard conference formats. Participants will maintain interest if the program is varied. Tips for designing a program are listed below.

- Plan a varied format. Present information differently throughout the conference. Use single speakers or panelists at general sessions, break into small groups for discussion, and plan workshop sessions for hands-on activities.

- Divide the participants into small groups early in the conference. Small groups allow participants to get to know one another and to express personal views. Small group discussions also can help participants define what they want to get from the conference.

- Focus on conference goals. Don't try to do too much or include too much information in a short period of time.

- Give participants time to get to know one another in informal settings. Informal gatherings allow individuals to share common interests and concerns. Time spent building relationships may be one of the most important outcomes of a conference.

Sample Conference Timeline

Most conferences planned by a public education committee will only include participants from the community being served. Transportation and hotel accommodations for participants, therefore, should not be a major consideration. The length of the conference, the starting and ending times will be dictated in part by the size of the community.
The major costs of a conference can be recouped through registration fees. However, a fee

The major costs of a conference can be recouped through registration fees. However, a fee will probably lower attendance substantially. Even if a fee is charged, it is likely that outside resources will still be needed to defray costs.

A sample timeline for planning a conference to be held in September is outlined below. The size of a conference, the number of participants, and the facility will impact the timeline; the committee may move faster or slower than the timeline indicates.

1. July-August (over a year before the conference is planned): focus on a conference topic and identify the target population.

2. September (one year before the conference is tentatively scheduled): Begin soliciting funding for the conference. Resources may be available from the CCRC, child care/development associations, foundations, or the business community.

3. January: Develop a preliminary conference agenda, including types of sessions, issues to be covered and breaks and meals. Contact speakers and find out if and when they are available in September.

4. February: Set firm dates for the conference and select a site. At this point, funding should be secured. If not, postpone signing any contracts for facilities or speakers.

5. March-April: Make the final conference agenda and design materials to be used to invite participants to the conference. Send speakers a confirmation letter with specific information about the topic they are to address and how payment for their services will be made.

6. May-June: Begin to gather materials to distribute to conference participants or videos/films to present.

7. July: Set deadline date for conference registration. Send information about conference to those being invited. Include information about the speakers, who is being invited, and logistics (directions, parking, etc.).

8. Late July: Make arrangements for someone to compile and summarize conference proceedings.

9. August: Recruit volunteers to help with registration, special requests and emergencies during the conference. Send news releases to the media about the conference.

10. Late August-early September: Compile conference packets, including resource materials, conference agenda, facility floor plan, list of participants, information about speakers and evaluation form. Make sure support materials are available, such as audiovisual equipment, supplies, tape recorders, etc.)

11. September: Enjoy the conference!

12. October: Make sure speakers have received payment for their services and travel expenses. Send thank-you letters to everyone who contributed to or worked on the conference, including committee members, speakers, panel participants, funding sources, etc.

13. November: Distribute copies of conference proceedings, if available. (Publishing proceedings can be time consuming and costly; the conference committee should decide if the contents merit this expense prior to the conference.) Evaluate conference using committee observations and participant evaluation forms. Submit a final report about the conference to funding sources.

Planning a Discussion Meeting

Discussion meetings, forums and workshops are less formal than conferences, but still have structure and focus. This type of meeting is primarily to encourage discussion and increase awareness of child care issues. Meetings should last from one to three hours and be narrowly focused. Those who attend the meeting should have a good grasp of the material presented and feel their views were heard.

Listed below are some tips for a successful meeting.

- The issue or topic should be simply stated in an overview that is presented at the beginning and end of the meeting. Only four or five main points should be covered at the meeting.

- One of the purposes of a meeting is to motivate the participants. This can be done by insuring the participants understand the issue or topic, making complex issues comprehensible, providing time for opinions, and encouraging further exploration of the issue.

- The leader should provide participants a system for organizing thoughts and facts about an issue. Materials, such as study resources, reading lists and issue briefs, are also useful tools in presenting issues and topics.

- Meetings should be informal. The use of one lecturer for a long period should be avoided; information can be presented by several speakers or through some other format. Avoid speakers who use acronyms and have trouble relating issues in lay terms.

- Views of the CCRC should be well presented and related to the interests of the community.

- Those leading the meeting should be prepared to answer any question about the topic and deal with potential conflict.

- Visual aids reinforce and illustrate points and pique interest of the participants.

- Meetings that encourage participation are usually more successful.

Some of the planning suggestions for conferences are also applicable for meetings. At the outset, the planning group should set clear goals for the meeting. For example, does the group want to educate participants about a specific issue? Do they want to clarify policy choices or build consensus? Planners also should determine the four or five major points about the issue to be conveyed during the meeting.

Sample Meeting

A sample time-frame for a 90-minute meeting is described below:

1. Introduction (5 minutes):

The topic or issue should be introduced, the speakers identified, and the agenda outlined.

2. Overview of the issue (15 minutes):

Background information should be shared along with the four or five major points about the issue to be emphasized. This is also a good time to present a framework for examining the issue.

3. Activity that illustrates the issue (30 minutes):

For example, have participants divide into small groups and brainstorm solutions to one facet of an issue. Other ways to involve participants include role playing, playing games and working in pairs. The main goal of this half hour is to get participants involved in the issue.

4. Discussion of solutions or options of dealing with the issue (30 minutes):

The content of this discussion could come from the previous activity. It is important that each participant understand the different facets and complexities of the issue.

5. Conclusion (10 minutes):

The four or five main points identified in the overview should be reviewed again. The highlights from the previous discussion can be reemphasized at this time. The leader may also suggest ways participants can stay involved with the issue and provide a list of resources.

[For more information about organizing and hosting a meeting, see the section on Workshop Format in the Training Workshop Manual.]

5. PRESENTING ISSUES

The way an issue is presented depends on the message that is to be conveyed and the audience to be reached. The community assessment will provide the most important sign post in deciding how to present child care issues to the community. This information will allow the public education committee to:

- Determine the key child care issues that must be remedied or addressed;
- Identify public opinion about the broader area of child care; and
- Select sectors of the community to target through a public education program.

The primary purpose of presenting an issue to the public is to educate and to elicit a response. The best way to get a specific audience involved with an issue is to link into their needs and interests.

Some suggestions for presenting child care issues to the community are listed below.

- Frame the issue using positive statistics. For example, if there is a labor shortage in the region, use labor statistics to make the case for child care. Show that increased child care in the community would free a greater percentage of the parents for the work force.
- Encourage critical thinking. If people are allowed to hear facts and arrive at their own conclusions, they will be more likely to get involved.
- Avoid jargon and overly complicated data. Communicate the message in a way that everyone in the community can understand. Never use acronyms that only confuse an audience.
- Localize the issue. Be able to tie facts and statistics to the community. If a fact does not relate to the community, consider not using it.
- Emphasize the importance of quality care to the entire community. Children are compelling, but selling children to the public is not enough. Citizens should know the bottom line. Quality child care is not a luxury item; it affects local businesses, employment, literacy, crime and other community concerns.

- Humanize the issue. Share anecdotes from the community that demonstrate the need for quality child care that is accessible and affordable. Anecdotes bring child care issues to life.

- Repeat key points. At interviews, informal meetings and public forums, keep repeating the key points you want to emphasize.

- Encourage active participation of audiences at public meetings. Audiences that are truly participants are more likely to remember and act on issues that are presented.

PUBLIC EDUCATION MATERIALS

Succinct, informative and motivational public education materials will help the committee present its message more successfully and professionally. These materials may be the only contact the child care resource center (CCRC) has with some segments of the community. It is important that each material be reflective of the message and goals of the local resource center.

The public education committee can produce one or many materials in support of its program. The major considerations in determining the type of materials to produce are time, cost and need. The type of public education projects will also influence the kind of materials produced. Some of the educational materials that can be produced are:

- brochures;
- fact sheets;
- newsletters;
- slide shows;
- videos;
- resource lists; and
- posters.

Listed below are several tips for developing effective public education materials.

- Keep it simple. Busy people have limited time to learn about new issues. Do not overload audiences with too much information. Highlight key points that will capture the audience's attention.
- Use active verbs in printed text and audio presentations to energize the reader.

- Include dynamic visuals or photographs in printed materials. Visuals divide the printed text and enhance the message.

- Create a distinct image for all materials. Materials produced by the committee should have parallel designs and layouts. Each item should be easily identified with the CCRC.

Other state and local agencies and organizations often publish public education materials about child care and related programs. The public education committee should be aware of these publications and their contents. The committee may choose to distribute another organization's publication, with permission, rather than duplicate efforts. Several national organizations also provide resources that could be useful for local public education projects. The National Association for the Education of Young Children compiles a list of publications from several sources that is included in the Resource section of this manual.

MAKING PRESENTATIONS TO GROUPS AND ORGANIZATIONS

One of the best ways to reach people in the community is making presentations to groups and organizations. The mailing list compiled for the community assessment is a good starting point for identifying groups to be informed about the CCRC and child care issues. Groups to target include:

- Civic organizations such as the League of Women Voters, political organizations, Kiwanis, etc.;

- Political clubs and organizations;

- Senior citizen clubs and organizations;

- Women's organizations, such as the Business and Professional Women, National Organization for Women, National Council of Jewish Women, Junior League, etc.;

- Religious organizations, especially those directly involved in child care delivery;

- Labor organizations, such as the American Federation of State, County and Municipal Employees; Communication Workers of American, state teachers associations, etc.;

- Civil rights/minority organizations, such as National Association for the Advancement of Colored People, Urban League, etc.; and

- Professional organizations, such as local bar associations, realtor groups, etc.

The type of project or information the public education committee is working on will determine which groups to target for presentations. In making the presentation, keep the tips listed below in mind.

- Cater each presentation to the audience. In preparing the presentation, link the interests of the group to the issue being presented. Quality child care is important for everyone in a community.

- Incorporate audio/visual materials into presentations to bring the issue alive.

- Distribute relevant public education materials to keep the issue in front of the audience.

- Be prepared. Never read to an audience, and always allow time for questions.

Organizing a Speakers Bureau is a good way to get the child care message to diverse organizations in the community. Potential speakers can be screened and trained by the CCRC staff and public education committee. Appropriate supporting materials can be developed and made available for different presentations. In recruiting speakers, a variety of people should be involved. A business person, for example, may be able to focus the message better for a business audience.

Another way to relate to an organization is to schedule a meeting between that group's leaders and key lay and professional members of the CCRC. During this meeting, leaders can discuss areas of mutual interest and ways both organizations could coordinate activities. Follow-up will be important to maintain a working relationship.

The CCRC and public education committee also should request exhibit space or time on the agendas of conventions or annual meetings of other organizations. Through the Speakers Bureau, the committee can offer to lead a workshop, give a presentation, or be part of a panel. At the very minimum, relevant public education materials provided by the CCRC can be included in participants' packets.

6. MEDIA RELATIONS

The media is one of the most powerful forces in a community for reinforcing attitudes and creating new perspectives. The media is an avenue for the public education committee to reach people, get them interested in child care, and motivate them to act. Good publicity in newspapers, radio and television is a vital part of any public education program.

The committee and the media both want to present information that is accurate, timely and informative. Problems arise when there is a lack of understanding of how the media works and what kind of information is needed. There are always limits of space and time; businesses, governmental and private agencies and organizations are aggressively competing with child care advocates for that space and time.

The message to be conveyed must be carefully packaged to get the media's attention. Knowing how the media work and what kind of news is of interest makes it easier to design an attractive, informative package.

The public education committee should compile a press list of media in the community at the same time other mailing lists are being developed. Begin compiling a list by contacting pubic relations personnel of nonprofit agencies/organizations in your community that have regular contacts with the media: for example, a local community college, your school district, the United Way, etc.

Contact should be established with at least one person in every news organization. Turnovers are common in the media; it is your responsibility to keep the list current.

Print Media

Information can be presented in the print media by several different formats. The message should be linked with the format. If a letter to the editor is the best way to present an issue, don't try to sell a hard news story idea. Formats for print media include:

- Hard news stories;
- Feature articles;
- Editorial opinions;
- Background articles;
- Industry round-ups or trend articles;

- Reactions to breaking news stories;
- Local angles to national stories;
- Profiles or interviews with key leaders;
- Consumer stories (including how-to stories); and
- Photographic layouts or graphic displays.

Before you pitch an idea to a reporter or editor, decide which format will best tell the story. One of the best ways to get in the paper is to provide a local angle to a statewide or national story. Let reporters know that the child care resource center (CCRC) is the place to get comments and data on child care issues. Designate a spokesperson for the CCRC, probably the director, who is accessible, knowledgeable, articulate and not defensive. Comments appearing in broader stories will help the public begin to associate child care and the CCRC.

a. How Newspapers Work

The interest of the media in child care issues can be affected by how well you have educated reporters and editors and in the timing of your publicity. A reporter or editor may not share the committee's enthusiasm for an issue or event you have chosen to promote.

Most newspapers assign reporters to beats organized around subject matter. It is important to get to know the person assigned to child care issues, without becoming a pest. Also, be aware of production schedules. Thursday papers, for example, usually have the largest news space available (called news holes), and Mondays often have the smallest. Because Sunday papers have the greatest bulk, many of the inside sections are printed early in the week. If you want information to appear in the Sunday paper, allow adequate lead time for inclusion. (Information about staging a news conference is included at the end of this chapter.)

The print media is more likely to state opinions about issues than radio or television. Editors are careful to keep opinions out of the news columns and on editorial pages. Except for very small papers, the editorial and news staffs are completely separate. Editorial staffs are usually willing to meet in background sessions to discuss specific issues or general concerns. Occasionally reporters may be included at these meetings, but others opt not to attend if information is "off the record." The public education committee should try to set up editorial meetings with all the print media in the region to introduce staffs to the CCRC,

explain your goals, and describe upcoming projects. Initial meetings should involve the director and chairperson of the CCRC board.

The editorial pages also provide a forum for your opinions, especially if those opinions are at a variance from the paper's. The committee can submit letters to the editor or articles for the "op ed section" (so named because it often faces the local editorial page). Articles and letters should be brief and well written by someone in the community who is a committee member or on the CCRC board.

b. Press Releases

The main form of communication with the print media is the press release. The press release is used to announce new projects, publicize an event, or present an issue. The writing must be clear and concise and the information newsworthy. Several tips to writing a news release are listed below.

- Try to answer the "Five W's" (Who, What, Where, When and Why) in the first paragraph;
- Use a method of writing called the "inverted triangle" in which the most important and/or interesting information comes first;
- Type all news releases, double-spaced, on standard size white paper. Use either the CCRC letterhead, or type the name and address of the public education committee in the upper left hand corner. Always include the name and telephone number of a person to contact for more information.
- Mail news releases at least one week in advance of an event or time you want the information to appear. Don't allow too much lead time because releases can get lost or discarded.
- Provide photos to illustrate your message whenever possible. Photographs should be 8 x 10, black and white glossy prints. Because reproduction and mailing costs for photos are high, you may indicate on the release that photos are available on request. Try to include people from the community, and attach cutlines that identify everyone photographed. If children are pictured, be sure to have release forms signed by a guardian available.

A sample news release is included at the end of the chapter.

Radio and Television

Radio and television also present information in different formats. Most non-print media are engaged primarily in entertainment; the amount of time allotted for news and information is very limited. For example, the nightly news is limited to 22 minutes, and contains fewer words than one page in a newspaper. Formats for presenting information through radio and television include:

- Newscasts;
- Talk or panel shows;
- Commentaries;
- Documentaries;
- Cable television presentations;
- Interviews; and
- Public service announcements.

a. How Radio and Television Work

Television news rooms and radio stations with news staffs usually have a news director that determines what will be covered in newscasts. Many radio stations do not have news staffs and rely totally on wire services and the print media for news. No matter how news is prepared for television and radio, it gets old fast. The day following an event is too late for inclusion in newscasts.

Radio and television reporters have about three hours to spend on the average story, including time for filming or recording. The story rarely lasts more than a couple of minutes on air, with about 30 seconds to present facts. Interview segments are short and to the point. They can be taped or aired live at the studio, in an office, before or after a speech, or even in a parking lot.

More in-depth coverage of an issue is available through panel or talk formats. Usually the coverage of one topic is limited to 15 minutes with views from more than one person. Sometimes shows are taped for a later airing, or conducted live with opportunities for audience participation. Radios are more likely to use interviews for more in-depth information.

Commentaries or editorial positions are usually expressed at the end of a newscast by the station manager. Some stations rarely make commentaries, while others use them routinely. Most issues addressed by a local station are local in content.

Occasionally, radio and television stations will provide extended coverage of an issue through a documentary. The time and expense of this format make it prohibitive for most stations.

Cable television has created a new outlet for local programming that did not exist 10 years ago, although most communities cannot support a station capable of producing its own shows. However, many cable companies provide public programming as a part of licensing agreements. For example an address by a key note speaker at a public forum or convention could be aired on a local cable channel.

b. Public Service Announcements

Most television and radio stations air public service announcements (PSAs) through the broadcast day. These announcements are made at no cost to non-profit agencies and organizations to announce events and services to the community. Each station has its own rules about the length of the PSA and the format. Whatever format or information is presented, the PSA should include the organization's name, address and a telephone number for more information. A sample PSA in included at the end of this chapter.

When writing copy for a PSA, send suggested wording in lengths needed by stations (10, 20 or 30 seconds). Keep the message short, clear and crisp. Never send a press release for use in a public service announcement; don't expect the station to do your work for you. If necessary, additional documentation can be included with the PSA. However, the PSA itself should include all pertinent information.

Before sending out announcements, contact the public service or community relations directors of the stations in your region. These are the people who should receive your announcements and can help you present your message effectively. Sending PSAs to news directors is a waste of everyone's time.

Some stations may have handbooks or guidelines for media contacts, while others may have specific forms to fill out. Some radio stations may ask you to record your own message to add variety and interest to the presentation of PSAs. Don't wait to the last minute to send

information to stations. Most television and radio stations require at least three weeks lead time.

Criteria used in deciding which public service announcements to air were listed by a Maryland television station. Many stations follow similar criteria.

- Does the PSA appeal to the majority of the audience?
- How is the content presented? Is it interesting?
- What is the relationship of the message to the local community?
- How easy is it for the station to program? How much work and time is needed to get the message aired?
- Does it meet identified needs of the community?

Announcements being prepared for television should include a slide with the name of the CCRC, a logo (if one has been designed), address and telephone number. Slides should be 35mm, and designed horizontally. If you are unable to provide a slide, the station may be able to design one for you, or a local advertising agency might donate their services to create a public service ad.

A related service provided to non-profit groups is a community calendar announcement. These announcements call attention to an event that is open to the public. The public service director can tell you how to get you event included in calendar announcements.

Special Ideas

Be creative as you work with the media. While news releases and public service announcements are the mainstay of media relations, there are other ways to get the CCRC and child care issues before the public through the media. Some ways to attract media attention are listed below.

- Offer to write a monthly or weekly column on child care issues for the local newspaper. Before you approach an editor, prepare several sample columns that are concise and easy to understand.
- Invite the press to a special event that is visually exciting. For example, stage a holiday party at the CCRC for children attending a child care center and residents of a local nursing home. Holidays are often slow news days, and your event will have a better chance for coverage.

- Find people in the community who can illustrate an issue through their own lives. For example, find a child care worker who is willing to share the hardships of low pay, long hours, and few benefits.

- Invite the media to participate in CCRC programs. For example, many reporters are probably well aware of the problems of finding child care week nights and week-ends. Include them in a panel discussion at a child care conference.

NEWS CONFERENCE

A news conference should be called when the public service committee has something important, controversial, or newsworthy to announce. Never call a conference unless the news cannot be handled through a standard press release. If there is any doubt, always use a release. The damage created by indiscriminately calling news conferences affects the image of the child care resource center (CCRC) and its relationship with the media.

A news conference should be scheduled to relate compelling information and to provide the press the chance to ask questions. Select a site that is easy to find and centrally located. For television coverage, the site should be visually appealing. If, for example, you are announcing the funding of a new program for low income child care, schedule the conference at a center or family day care home that will be affected by the funding. The best time for a conference for optimum television and print coverage is 10 a.m. If possible schedule the conference two to three weeks in advance.

Send an announcement to the media about the nature of the news, the time, date and location of the conference, and who will present information. The announcement also should include the address of the CCRC and a telephone number and person to contact for more information. Include only the subject and purpose of the conference. Details should be presented at the conference itself. If you do not want information announced before the news conference, note that there is an "embargo" or request that news not be released until the time of the conference. Most news organizations will honor this request.

After the announcement has been sent, contact major news outlets and reporters by phone to be sure they are aware of the conference. Be careful to provide the same information to everyone and treat all news sources equally.

A media kit should be assembled and made available at the news conference. The kits should be placed on a media table usually at the entrance to the room. A person should be assigned to greet the press, distribute the kits, and record the names and news organizations of those attending the conference. This person should be pleasant, knowledgeable, and well-informed. The kit should include:

- Biographies or resumes of participants;
- Conference agenda;

- Background information (for example, a brochure about the child care resource center);
- General news release on the event;
- Photographs and graphics;
- Reproductions of visuals used during the conference; and
- Copies of statements or speeches.

Before the conference begins, make sure the room is ready. Chairs for the press should be arranged in rows facing the speaker. A table and podium should be at the front of the room and carry the name (and logo) of the CCRC. The background should be plain to provide a backdrop for the speaker. If a microphone is used, provide equipment for stations to plug into the amplification system.

Start on time, even if expected media representatives have not arrived. Delaying the conference tells other reporters you are indifferent about their time. Make sure the person or persons making the presentation are fully briefed and can answer questions. They should also be available up to 24 hours after the conference for personal interviews.

PRESS RELEASE

FOR IMMEDIATE RELEASE
Date

CONTACT: (Name of CCRC Staff)
(CCRC Phone #)

GOVERNOR WILLIAM DONALD SCHAEFER FORMALLY OPENS THE MARYLAND CHILD CARE RESOURCE NETWORK

Governor William Donald Schaefer and Chairman Richard E. Hug will formally open the Maryland Child Care Resource Network at a ceremony at the Baltimore City Child Care Resource Center, located at 1401 Mt. Royal Avenue, on Monday, January 28, 1991, from 9:30 a.m.-10:30 a.m.

The Maryland Child Care Resource Network is a three year, public/private demonstration project designed to strengthen child care delivery across the state. Proposed by the Maryland Employers Advisory Council on Child Care to Governor Schaefer and the 1989 Maryland General Assembly, the project began to deliver services on the state level in October 1989 and on the regional level in the fall of 1990.

The Network is comprised of a statewide child care resource center based at the Maryland Committee for Children, Inc. and rural, suburban, and urban regional child care resource centers.

(more)

Prince George's Private Industry Council operates the suburban center, Western Maryland Child Care Resource Center, Inc. operates the rural center in Hagerstown for Washington, Allegany and Garrett Counties, and the urban Baltimore City Child Care Resource Center currently operates under the auspices of the Maryland Committee for Children.

The Maryland Child Care Resource Network:

-- helps parents find child care through resource and referral programs;

-- works to improve the quality of child care by providing training to child care workers;

-- strives to increase the availability of child care programs through marketing and community planning efforts;

-- provides technical assistance to prospective child care operators;

-- helps interested employers evaluate and implement a variety of work/family programs;

-- enables interested parents to improve their parenting skills by sponsoring seminars and workshops; and

-- documents statistical information on the status of child care delivery in order to increase public awareness.

SAMPLE

PUBLIC SERVICE ANNOUNCEMENT

(Use CCRC letterhead)

FOR IMMEDIATE AIRING
30 SECONDS

DATE

CONTACT: (Name of RCCRC Contact)
(RCCRC Phone #)

PLEASE JOIN THE ---- CHILD CARE RESOURCE CENTER FOR A SPECIAL TOWN MEETING ON THE QUALITY OF LOCAL CHILD CARE ON TUESDAY, SEPTEMBER --, 1991 IN THE SCHOOL AUDITORIUM. SPECIAL GUEST PANELISTS WILL INCLUDE DR. JANE DOE, PROFESSOR OF EARLY CHILDHOOD EDUCATION AT STATETOWN UNIVERSITY, ANN DOE, DIRECTOR OF THE RAINBOW CHILD CARE CENTER, AND MARY DOE, MANAGER OF THE REGIONAL LICENCING OFFICE OF THE CHILD CARE ADMINISTRATION. LEARN WHAT'S BEING DONE TO IMPROVE CHILD CARE AND HOW YOU CAN HELP! CALL XXX-XXXX FOR MORE INFORMATION.

1/92

SAMPLE

PUBLIC SERVICE ANNOUNCEMENT

(Use CCRC letterhead)

FOR IMMEDIATE AIRING
30 SECONDS

DATE

CONTACT: (Name of RCCRC Contact)
(RCCRC Phone #)

PLEASE JOIN THE ---- CHILD CARE RESOURCE CENTER FOR A SPECIAL TOWN MEETING ON THE QUALITY OF LOCAL CHILD CARE ON TUESDAY, SEPTEMBER --, 1991 IN THE SCHOOL AUDITORIUM. SPECIAL GUEST PANELISTS WILL INCLUDE DR. JANE DOE, PROFESSOR OF EARLY CHILDHOOD EDUCATION AT STATETOWN UNIVERSITY, ANN DOE, DIRECTOR OF THE RAINBOW CHILD CARE CENTER, AND MARY DOE, MANAGER OF THE REGIONAL LICENCING OFFICE OF THE CHILD CARE ADMINISTRATION. LEARN WHAT'S BEING DONE TO IMPROVE CHILD CARE AND HOW YOU CAN HELP! CALL XXX-XXXX FOR MORE INFORMATION.

1/92

7. CHILD CARE ISSUES

Child care issues capsulize the major concerns and problems of providing child care today. Different regions across the country have unique issues that impact the provision of child care. In the next section, ten child care issues have been identified and briefly described. These issues are representative of major concerns facing parents, employers, and child care providers throughout the nation.

Because each region in the United States is unique economically, geographically and socially, the importance of any particular issue varies across the country. The narrative in this section broadly identifies child care concerns; issue descriptions should be expanded and reworked to reflect regional laws and cultural differences. When possible, data reflecting local or statewide trends should be incorporated. Issues not included in this manual that are unique to a region should be addressed by each child care resource center (CCRC). Regional priorities should also be taken into account in confronting child care issues.

Child care issues fluctuate as new needs arise, legislation is implemented, or society changes. For example, state legislation calling for new regulations for child care centers and family day care homes may result in a public education project about appropriate licensing requirements. At the federal level, passage of welfare reform laws has created for many states the need for more child care for low income families and for increased funding for child care subsidies.

Staff of the child care resource center should update the status of issues described in this section and add new issues as needed. New issues raised during the community assessment and should be researched as soon as possible. New issue statements should be developed and written to reflect the viewpoints of the CCRC and its advisory/governing board.

Child care resource centers are encouraged to use the information provided in this section in discussions with government officials, employers, parents, child care providers, and the general public. Issue papers can be duplicated and distributed as needed. Information in this section can also be tailored for use in publications.

The issues listed below are addressed in this section.

1. Child Care Subsidies
2. Regulation and Licensing
3. Affordability
4. Availability/Accessibility
5. Salaries and Benefits of Child Care Workers
6. Quality of Child Care
7. Federal Legislation
8. Zoning
9. Barriers to the Expansion of Child Care
10. Developmentally Appropriate Practices

CHILD CARE SUBSIDIES

DEFINITIONS OF TERMS

Child care subsidies: Funding administered by local and state human services agencies to provide child care services to low income families. Agencies often provide subsidies through direct contracts with private care givers or through vouchers awarded to parents who meet eligibility criteria.

Income criteria: Established limits of income set by a government agency to determine whether or not a family is eligible to receive benefits (such as child care subsidies).

Accessibility: The availability of child care in neighborhoods or near the workplace. Whether or not available child care is affordable is also a factor in accessibility.

BACKGROUND

Funds to subsidize the cost of child care services are included in several federal initiatives. In this section, four aspects of child care subsidies will be addressed: income criteria for families receiving subsidies, state priorities for distributing child care funds, accessibility of child care for low income families, and the reimbursement of unregulated child care.

State human service agencies are responsible for setting eligibility criteria for subsidy programs, determining the level of subsidy for each family, and defining the reimbursement rate for payments to providers. Eligibility is usually based on need and income, but may also be required as part of an active protective services plan.

In 1988 a new source of funding for child care subsidies became available through the federal Family Support Act, mandating that certain parents receiving public assistance return to work or school. The program provides funds for child care while the parent is in school or a training program and for the first year after he/she returns to work. The federal government matches each dollar of state funding for child care with a dollar of federal funding. This recent increase in funding, however, has not kept pace with the rapidly expanding need for publicly supported child care services.

AREAS OF CONCERNS

Income criteria

Child care subsidies are available only to those whose income is within established limits. The exception are those cases involving the risk of abuse or neglect. In most states persons receiving financial assistance through Aid to Families with Dependent Children or Social Security Supplemental Income are automatically considered income eligible.

Because of limited resources and high demand, income eligibility for child care subsidies are often based on outdated and unrealistic income data. This policy directly affects families struggling to be self-sufficient and provides little incentive for those parents to remain in the workforce. There is even less incentive for working parents to provide adequate child care when the cost of this care greatly reduces the income available for food, clothing, shelter and other necessities. For families in poverty, limited funds result in long waiting lists. Training and job opportunities can be lost before child care funds are available.

Low eligibility levels for child care subsidies are a problem in many communities, but most harshly impact on families in jurisdictions that have high standards of living.

Priorities for receiving child care subsidies

To meet guidelines on federally mandated programs, and to remain within thespending levels allocated for various social services, states have established priorities to guide the disbursement of subsidies. In addition to meeting income eligibility requirements, a family must document that child care services meet priorities such as:

1. Preventing or correcting neglect and abuse;

2. Allowing income eligible working parents to work; or enroll in training;

3. Allowing an income eligible parent to search for a job.

Each state has the power to earmark a portion of the federal block grant for child care subsidies. Even with this new funding, many families that are eligible for child care services are prevented from receiving services. Funds tend to be used only for those families who meet the highest priorities for funding.

Accessibility

Accessibility to child care services is a critical issue facing parents using subsidies. Affordability of available child care is a major determinant of whether child care is accessible.

In many part of the country, the reimbursement rate for subsidies is far below the market rate for child care. Many areas have changed from directly contracting with providers to providing vouchers to parents. The voucher system allows providers to charge more than the reimbursement rate, which gives parents a greater choice of child care.

However, if the cost of a child's care exceeds the amount of the voucher, the parent is responsible for making up the difference. Many providers will allow parents who receive subsidies to pay lower fees, but this forces them to limit the number of subsidized children they can accept.

Reimbursement of Unregulated Child Care

Recently, federal regulations for the Family Support Act allowed parents to choose "informal" (unregulated) child care and required states to reimburse unlicensed and unregistered providers for in-home care, and care by relatives. States sometimes allow jurisdictions to set their own rates for informal child care that are at or above the rate they reimburse regulated providers.

The reimbursement of unregulated providers is a major policy shift and does little to encourage unregulated providers to become registered or licensed. While many of the informal arrangements may be safe, there is no state oversight to ensure that minimal standards are being met.

In addition, the reimbursement of unregulated child care providers adversely impacts the child care delivery system. Though there is more funding for subsidized child care than ever before, child care centers that were established in low income neighborhoods to serve children receiving subsidies are sometimes under utilized. Because these center are non-profit and require full capacity to meet operating expenses, some are in danger of closing.

REGULATION AND LICENSING

DEFINITIONS OF TERMS

Licensing and Regulation Agency: The state agency responsible for the licensing and regulation of family day care homes and child care centers.

Family Support Act: A bill passed by Congress in 1988 requiring that certain parents receiving public assistance must return to work or school. The bill provided funding for child care while parents are in school and for the first year after they return to work.

BACKGROUND

In the past 10 years, many states have developed, rewritten, revised or updated regulations for family day care homes and child care centers. Regulations in most state require facilities serving a specified number of unrelated children be licensed or registered. The main purpose of regulations is to ensure the protection of children in out-of-home care.

Although licensing and regulation agencies have primary responsibility for regulating child care, other state and local agencies may make and enforce regulations for child care centers and family day care homes. For example, state fire marshals may be responsible for enforcing the 1988 National Fire Prevention Code 101 that imposes strict standards for fire safety; environmental agencies may be developing regulations for lead paint; local health departments often monitor water, sewage, and other local health codes; and local governments enforce building and zoning codes. Child care regulation continues to be cumbersome and unwieldy in many parts of the country.

In this section, two aspects of licensing and regulations will be addressed: staffing of regulatory agencies, regulations, and exemptions from regulation.

AREAS OF CONCERN

Staffing

Staffing in many regulatory agencies across the nation has not kept pace with either new legislative initiatives or the growth of the child care industry. There has been a dramatic increase in the number of day care centers and homes over the last 10 years. In addition,

the passage of the federal Family Support Act of 1988 has increased the demand for regulated child care in many of the areas where the poorest citizens live.

Often, the staffing of regulatory agencies has not kept pace with this surge of growth. As a result, the time it takes to obtain a family day care registration/license or to develop a day care center is prohibitive. Many providers cannot afford to miss income waiting for papers to be processed and inspections completed.

Regulations

There has been a widespread movement to update and develop comprehensive regulations governing child care delivery. The main purpose of family day care regulations are to establish minimum standards of health and safety for day care homes. New regulations emerging across the county are usually much stricter then previous versions.

Regulations for child care center licensing are also undergoing extensive review. An outgrowth of the movement calling for developmentally appropriate activities for children has been a strengthening of training requirements for center staff. In addition, health and safety requirements have been tightened.

For the most part, regulations cannot enforce quality, they can only minimize risk. Quality is more likely to result from well-trained staff, than a list of proscribed activities and equipment. Licensing will be most fair if regulations are enforced consistently. This requires a strong structure and comprehensive training of licensing staff.

Exemptions

In many areas, child care centers and nursery schools that are affiliated with religious organizations are exempt from the requirement of registration or licensing. To ensure their freedom to teach their religion without state interference, nursery schools and church-operated after-school programs often are not required to meet regulations concerning staff qualifications and program activities. These regulations protect the health of the child and promote programs that offer developmentally appropriate activities and materials.

Other child care-related activities may also be exempt from regulation. For example, many summer camps provide all-day care for young children. Activities and programs offered by local recreation departments as after-school child care also may not be regulated. Regulations should apply to all programs that provide child care regardless of site or sponsor.

AFFORDABILITY

DEFINITIONS OF TERMS

Affordability: The relationship between the amount of money parents are able to spend for child care and the actual cost of child care.

Child care subsidies: Funding administered by human services agencies to provide child care services to low income families.

Children with special needs: Children with identified disabilities or handicaps and those children at risk because they are economically, emotionally or physically disadvantaged who need special services in order to reduce the likelihood of disability.

BACKGROUND

Child care for most families is not a luxury item. In 1986, 58 percent of all children had mothers in the labor force, according to the National Commission on Working Women. While family members and friends are available to care for some of these children, most families must look outside their immediate circles to find adequate child care.

Gwen G. Morgan, an educator that has studied and written extensively about child care issues, points out that in a market system, supply is created by effective demand. "Effective" demand in the child care market assumes that parents can pay the price.

However, the costs of child care already exceed the means of many working parents. Child care is the fourth largest budget item for many families, after housing, food, and taxes. According to the Commission on Working Women, the range of yearly costs in 1986 was $1,500 to $3,250+ for full-time child care in day care homes and between $1,750 and $3,800+ in centers. Rising costs of utilities, transportation, and other necessities are putting even greater strains on family budgets. For many parents, the cost of child care is already prohibitive.

Child care is affordable only to parents that are subsidized in part, or to families that earn enough to pay the market price. Even families receiving subsidies may have difficulties finding child care available for the amount of the subsidies.

The affordability of child care is one of the factors in the "day care trilemma," a term coined by Morgan and Wheelock College to address child care supply:

> "At one corner of the trilemma is **quality**, requiring standards, low child/staff ratios, and other elements. At another corner is child **day care wages**, incredible low and not conceptually addressed yet in terms of qualifications and career progression. At the third point is **affordability** to parents." (Demystifying Day Care, p. 11.)

Changing one or two aspects of the trilemma has tremendous impact in the remaining aspects. Morgan contends that "wages is the traded-off element at present." However, quality and affordability have also not been adequately addressed.

AREAS OF CONCERN

Child Care Costs

Morgan has found in her studies that subsidies are available, although not enough, for families earning below $10,000. She says families can afford their own child care if they earn more than $30,000, and if they have only one child or two school-age children. Families with infants and toddlers, Morgan says, face difficulties paying for child care even if they earn $40,000.

The basic cost of child care decreases slightly as children get older. Infant care for children under age 2, requiring a high ratio of adults to children, is the most expensive. Care for toddlers, children age 2 to 5. is slightly less expensive, but still is labor intensive.

Calculating the costs of school-age child care is more complex because transportation becomes an issue, especially when child care is not readily available in the child's neighborhood. Either the parent or the provider must transport children between the school and child care facility.

Costs also vary according to where people live. Child care in rural areas is often less expensive than suburban or urban areas, but transportation more be more of a problem.

Finally, the cost of providing child care for children with special needs may be higher according to the needs of the child. While it is beneficial to everyone to integrate special needs children in regular child care programs, there are may be added costs of training, accessible facilities, and higher staff to child ratios.

Wages and Quality

Making child care more affordable to families has a direct impact on wages of child care workers and the quality of child care programs.

Child care workers and providers are already among the lowest paid employees of any profession. Low salaries have resulted in high turnover rates among child care center employees and day care home providers. Low wages are a strong disincentive for anyone entering the child care field. Fewer and fewer workers are going to be willing to "subsidize" child care by accepting inadequate salaries.

New regulations were developed by states to increase the quality of child care. Increasing quality through lower child/staff ratios, better facilities, and training requirements, among others, has a direct impact on child care costs. Solutions leading to lower child care costs must take into account both inadequate salaries of child care workers and the need to provide quality programs for children.

REFERENCE

Gwen C. Morgan. "Demystifying Day Care Delivery Systems." Presented at New Models for Child Day Care Conference, sponsored by Wheelock College, Association of Junior Leagues, National Alliance of Business, National Council of Churches-Child Advocacy Project, and United Way of America; Boston, MA, April 28-29, 1983.

AVAILABILITY

DEFINITION OF TERMS

Availability: The number of licensed child care facilities and homes providing quality care available to working parents.

Children with special needs: Children with identified disabilities or handicaps and those children at risk because they are economically, emotionally or physically disadvantaged and who need special services in order to reduce the likelihood of disability.

School-age child care: Before- and after-school child care for children aged 4 to 14 attending public or private schools.

Family Support Act: A bill passed by Congress in 1988 requiring that certain parents receiving welfare must return to work or school. The bill provided funding for child care while parents are in school and for the first year after they return to work.

BACKGROUND

There is a critical need to expand child care throughout most of the nation. Certain types of child care programs are especially scarce, including infant care, school-age day care, care for children with special needs and care for ill children.

The National Commission on Working Women estimates that 58 percent, or 34.1 million, of all children had mothers in the work force. According to the Commission, about 28 percent of children age 13 and under were cared for in family day care homes and centers; about 44 percent in their own homes by relatives, non-relatives, or other arrangements; and another 28 percent in self-care.

AREAS OF CONCERN

Care for Children with Special Needs

Families with children who have special needs know how difficult it is to find child care at any cost. While more facilities and homes are accepting special needs children, the

demand far exceeds supply. There are several steps that can be taken to meet the child care needs of children with special needs:

1. Expand referral services for parents of children with special needs;

2. Provide technical assistance and consultation services to providers who wish to care for children with special needs;

3. Expand training for providers, public agency personnel, and parents;

4. Provide incentives to help recruit providers, including increasing the differential paid to providers accepting children with special needs by child care subsidy programs; and

5. Provide assistance to parents of children with special needs to help pay for increased child care costs. (*Child Care Issues for Children with Handicaps*, p. 16)

School-Age Child Care

Care for school-age children before and after school is difficult to find in most communities. Some areas have formed partnerships among governmental agencies and private providers to provide safe, interesting environments for children aged 5 to 13. School systems, for example, have contracted with private providers to offer programs in school facilities, alleviating the problem of transportation. Other partnerships can be formed among local recreation departments, the YMCA or YWCA, child care centers, and churches, among others.

Infant Care

One of the biggest gaps in the provision of child care across the nation is in the area of infant care. The majority of infants (children under age 2) in regulated care are cared for in family day care homes. Family day care will probably continue to care for the bulk of infants because center based care for infants has proven to be very expensive. Currently day care providers in many states are allowed to care for two to three infants. Major increases in the number of child care slots for infants are not likely to occur without significant recruitment activities.

Family Day Care Expansion

Many of the new regulations governing family day care providers have become more stringent, greatly increasing the administrative responsibilities of family day care providers. Regulations that incorporate the National Fire Prevention Code requirements, for example, have increased the costs of starting a family day care home. While the new regulations may

improve the safety of children in care, they may discourage potential providers from becoming licensed. These factors are particularly critical in low income neighborhoods where quality child care is in short supply.

Child Care for Low Income Families

The need for child care greatly increased with the passage of the federal Family Support Act of 1988 and the resulting expansion of welfare-to-work programs. Child care is a critical component of these programs. In fact, the availability of affordable child care determines whether or not a parent can enter the program. In addition, the Family Support Act requires that all income eligible parents who leave the welfare system and return to work receive child care subsidies for one year.

While many parents enrolled in work/training programs initially choose informal care, experience in several states has shown that they seek regulated care once they enter the work-force. If affordable child care cannot be made available to this segment of the population, they will be forced to return to the welfare system.

REFERENCES

"Child Care Fact Sheet: Working Mothers and Children." National Commission on Working Women, Washington, DC.

"Child Care Issues for Children with Handicaps: A Position Paper." Maryland Committee for Children, Inc., Baltimore, MD, October 1989.

SALARIES AND BENEFITS OF CHILD CARE WORKERS

DEFINITIONS OF TERMS

Salaries: Wages paid to workers in child care facilities and income of family day care providers.

Benefits: Additional non-wage compensation for workers, including social security, medical insurance, disability insurance, vacation and leave time, child care, among others.

BACKGROUND

Traditionally, child care employees are among the lowest paid workers in the nation. These dedicated workers have historically subsidized the costs of child care. The Child Care Employee Project conducted a comprehensive study of salaries of child care workers in 1988. The National Child Care Staffing Study found that a shortage of trained child care workers "threatens the existing child care delivery system." The study reveals:

> "...inadequate compensation is fueling a rapidly increasing and damaging exodus of trained personnel from our nation's child care centers. By failing to meet the needs of the adults who work in child care, we are threatening not only their well-being but that of the children in their care." (Who Cares? Child Care Teachers and the Quality of Care in America, page 3.)

The difficulty of recruiting and retaining skilled child care workers is one of the major problems inhibiting the expansion of child care services. Child care centers throughout the nation have had difficulty recruiting and retaining staff, forcing centers to limit the number of children served. In addition, the lack of trained staff and the high staff turnover rate for child care threaten the quality of child care programs.

AREAS OF CONCERN

The Quality of Child Care Programs

Since the quality of the staff is the greatest determinant of the quality of the program, low staff salaries severely impact the quality of child care programs. According to the survey cited above, the turnover rate of child care providers in centers was 42 percent. The turnover rate for child care providers was exceeded only by turnover rates for gas station attendants and dishwashers. The turnover rate during this same time period for elementary and secondary teachers was about 9 percent. Significant changes in personnel conflicts with the goal of providing consistent caregivers for young children.

In addition, health and retirement benefits are no available to most child care workers. Out of the entire sample of the national Child Care Employee survey, two out of five workers received health coverage and only one out of five had a retirement plan. Other than sick leave and paid holidays, the only benefit offered to a majority of the staff was reduced fees for child care. Teachers earning the lowest wages received the fewest benefits.

Despite their low pay, most child care workers are well educated. Of those who responded to the Child Care Employee's survey in 1988, 61 percent of center-based child care workers had at least two years of college. However, the study found that as older, more educated child care workers leave the workforce, their replacements had less education and training. The growth of public preschool programs gives certified early childhood education teachers opportunities for higher paid employment in the public school.

Staff salaries account for approximately 70 percent of the budget of child care centers and directly affect the issue of affordability. Any increase in salaries almost always raises tuition for children attending the center unless alternate funding sources can be found.

Family Day Care

Family day care providers are among the poorest paid employees in the labor force. A work day can begin at 6 a.m. and end at 7 p.m. Annual salaries for the most providers are less than $12,000.

In addition, the family provider receives no job benefits, and usually must pay higher individual rates as opposed to group rates for necessities, such as health services. Basic social security payments alone consume almost 14 percent of gross earnings. The lack of benefits and low wages is a major factor in the large number of family day care homes that go out of business after three to five years.

REFERENCE

"Who Cares? Child Care Teachers and the Quality of Care in America." Executive Summary of the National Child Care Staffing Study coordinated by the staff of the Child Care Employee Project. Oakland, CA, 1989.

QUALITY OF CHILD CARE

DEFINITIONS OF TERMS

Developmentally appropriate programs: Programs that are tailored to meet the needs of children, rather than training children to adjust to the demands of a specific program. (See Issue 10.)

Quality programs: Child care programs that meet the social, cognitive, emotional, and physical needs of young children.

BACKGROUND

Quality is seen by many as the luxury issue in child care. Pressures to expand the supply and lower the cost of child care have consistently shortchanged efforts to improve the quality of child care. Cost, rather than the well-being of children, have shaped public policies about child care.

According to the editor of a recent monograph entitled "Quality in Child Care: What Does Research Tell Us?", quality has become the central topic of study among early educators and developmental psychologists. "Having moved beyond obsolete debates about *whether* child care helps or harms development and about *which types* of child care are best, researchers are now asking, '*How* can we make child care better?'"

Research has shown that quality care for young children is linked to two major factors: group size and staff training in early childhood education, growth and development. Day care programs should be designed to meet children's needs and should be staffed by trained, caring adults in an environment conducive to growth, learning and play.

AREAS OF CONCERN

Research Findings

Gwen Morgan, professor at Wheelock College, has surveyed recent research in the field of early childhood to determine the elements of quality in child care. The research findings are listed below.

- Group size is important. Human scale of a group affect children's behavior significantly. Small groups work best (Ruopp, 1978).

- Training is important, both for center staff and family day care providers. Lack of specialized training not only fails to have positive effects, it is even a cause for some concern about negative effects (Ruopp, 1987; Fosberg, 1987).

- Staff to child ratios are very significant for infant care, and somewhat important for infant center care, though less so than group size (Ruopp, 1978).

- Continuity of relationships is important (Clarke-Steward, 1977). This factor can disrupted by government policies, by moving children or by abruptly terminating their participation in programs. It is also related to staff turnover. One study found indications that high caregiver turnover was associated with a sudden decline in children's IQ scores (Fowler and Khan in Belsky, 1978).

- The design of the environment is important. Programs designed to facilitate small-group activity are associated with positive outcomes; large spaces with many children in one group are associated with negative outcomes (Prescott, 1979).

- A shared relationship with parents is essential to positive outcomes (Fein, 1979; Shipman, 1976).

- Representational play has been found to be universally important in human development (Turner and Bradford, 1981). Programs should not deprive children of the right to play.

- The "match" of the program to a child's needs is important. Different children thrive under different conditions, and it is important that there be a variety of options for parent choice and that parents be permitted such a choice Clarke-Steward, 1977).

Benefits of Quality Programs

The National Association for the Education of Young Children has compiled research findings showing the benefits of quality child care. Children enrolled in quality early childhood programs tend to be more successful in later schooling, are more competent socially and emotionally, and have greater opportunities for good health than children who are not enrolled in quality early childhood programs.

Specifically, children who attended quality programs are retained in grade less often, are more likely to graduate from high school and to pursue postsecondary education and are assigned to special education programs less frequently. These children also show greater achievement motivation and commitment to schooling, are more responsible, and show more interest and participation in classroom activities. Finally, this group has greater access to health care and demonstrate better nutritional practices.

Families of children in quality early childhood program also saw benefits. Mothers were found to view themselves and their children as more competent, children had more contact with relatives and families were better integrated into social networks.

Finally, quality early childhood programs produce economic and social benefits that have lasting effects on communities. Quality programs increase the earning power of mothers due to their expanded opportunities for training and work, and lower reliance on social and welfare services. Indirectly quality programs also improve access to educational, health, and social service systems.

FEDERAL LEGISLATION

DEFINITION OF TERMS

Aid to Families with Dependent Children: A public assistance program originating from legislation passed in the sixties (the Title IV-A amendment to the Social Security Act) providing support to families with dependent children.

Title XX of the Social Security Act: Legislation passed in the seventies providing funds for child care subsidies for low income families.

Family Support Act: A bill passed by Congress in 1988 requiring that certain parents receiving public assistance return to work or school. The bill provided funding for child care while parents are in school and for the first year after they return to work.

BACKGROUND

Legislation is reflective of a nation's goals and priorities. The record of the United States Congress over the past half century shows a limited commitment to child care and the welfare of America's children.

The first legislation specifically addressing child care was passed in 1933 to provide jobs for unemployed women at nurseries sponsored by the Works Project Administration (WPA). The second major piece of legislation in child care was passed in 1942 to provide for the "acquisition and equipment of public works made necessary by the defense program." This legislation, commonly referred to as the Lanham Act, funded child care programs to allow women to work in the factories as part of the nation's war effort. At the end of the war, the government ended support of child care services because women were expected to leave their jobs to make room for the returning soldiers. No thought was given to those women for whom there were no soldiers returning home.

Legislation in the 1960s

For the next decade and a half there was no federal involvement in day care. Then in the 1960s, child care as both a service to parents and a service to children was recognized by the addition of a child welfare amendment to the Social Security Act and the passage of the Economic Opportunity Act. The amendment addressed the issue of child care as a service to welfare parents as a means of getting parents off the welfare rolls. The Economic Opportunity Act supported child care as a service to children in overcoming the educational disadvantages that poverty is presumed to foster. This was the birth of the Head Start program.

A few years later Congress passed the Title IV-A amendment to the Social Security Act, known as Aid to Families with Dependent Children, to provide money to purchase child care to encourage welfare recipients to work or take part in work-related training. A second piece of legislation, an amendment to the Economic Opportunity Act, led to the development of the 1968 Federal Inter-Agency Day Care Requirements setting minimum standards that day care programs must meet to receive federal funding.

Legislation of the 1970s

The passage in 1971 of the Child and Family Service Act, a comprehensive child development bill, was a milestone in the annals of child care. However, the bill was vetoed by President Nixon who claimed that the bill would cause the destruction of the American family. Mothers, he argued, should be at home with their children. The reality that many women must work to keep their families intact was ignored.

The passage of Title XX of the Social Security Act, expanding Title IV-A, was signed into law in 1974. Title XX was an attempt to bring together the funding of welfare-related child care as a service to parents and federal day care regulations designed to ensure quality of day care as a service to children. Two years later, the Tax Reform Act was passed providing tax credits for child care for working parents, regardless of their income level. This was the first official recognition that child care is a work-related expense.

That same year, the 1976 Child Day Care service Act authorized an additional $240 million in Title XX funds to help day care centers meet health and safety codes and to upgrade quality of programs. However, it was not until 1980 that new day care requirements, now called the Health and Human Services Day Care Requirements, were developed, following five years of national day care studies. The regulations, scheduled to go into effect October 1, 1980, have never been adopted.

Legislation of the 1980s

The Adoption Assistance and Child Welfare Act passed in 1980 instituted significant new federal policy directions for foster care and adoption services and added cost saving provisions in the Title XX and Aid to Families with Dependent Children programs. The act also began a subtle but systematic erosion of federal entitlement programs for poor children and their families that previously were a part of the social welfare policy of this country.

The Human Services Reauthorization Act of 1984 authorized up to $20 million to states for planning and development of child care programs. Only $5 million was actually budgeted in 1985, and after Gramm-Rudman reductions, only $4.785 million was available. These funds provide start-up costs for school age programs and expenses related to the expansion of resource and referral services.

During the 1980s, there was increased recognition of the importance of child care in returning welfare recipients to the workforce. The Family Support Act of 1988 mandates that eligible parents receiving Aid to Dependent Children must enroll in school or training programs or return to work if child care is available. The act included a 50 percent federal match to states to pay for child care for these parents and for transitional child care benefits for a year after they return to work.

In the past few years, child care has been in the political limelight. Representatives and senators returning to their districts have been hearing from their constituents about the crisis in available, affordable child care. In 1988, in response to this outcry, over 150 child care bills were introduced in Congress.

The most comprehensive bill introduced that year, and the bill that received the most support, was the Act for Better Child Care Services. The act would have provided states with $2.5 billion to help low and moderate income families pay for child care, expand training for child care workers, expand child care resource and referral programs and furnish resources to strengthen family day care. A coalition of 134 national organizations, the Alliance for Better Child Care, worked to build support for the legislation. The bill passed both the House and Senate committees, but was killed after being added to an omnibus child care/parental leave/child pornography legislative package in the Senate.

The Act for Better Child Care Services was introduced again in 1989. The Senate passed an amended version of the bill that summer, appropriating $1.75 billion for child care. Though the bill did not contain mandatory child care standards, most of the provisions that addressed availability and quality were retained. In addition, the bill expanded the earned income tax credit and provided a tax credit for health insurance expenses for children.

Legislation of the 1990s

The House passed its version of a child care package in March, 1990. The Early Childhood Education and Development Act provides $1.75 billion to expand Head Start, funds early childhood programs and school-age child care in the public schools, and funds similar child care provision to those contained in the Act for Better Child Care Services. Similar to the Senate bill, the Early Childhood Act mandates states to establish child care standards and expands the earned income tax credit for low income families.

On October 28, 1990 Congress passed and the President signed the Child Care and Development Block Grant attached to the federal budget reconciliation package. This has provided states with almost $2.5 billion, over three years, to increase the availability, affordability and quality of child care. States received $731.9 million in fiscal year 1991, $825.0 million in fiscal 1992 and $925 in fiscal 1993.

The legislation also included $18.2 billion of tax credits for parents for five years. Families that earn under $20,000 a year receive additional earned income tax credits for the number of children they have and for children under the age of one year. These families also receive a tax credit of up to $500 a year for the cost of their children's health insurance.

In addition to the Child Care and Development Block Grant, Congress authorized a $1.5 billion increase over five years in the Family Support Act to provide child care services to families at risk of unemployment and welfare dependence because of a lack of child care.

AREAS OF CONCERN

Child Care and Development Block Grant

States will have enormous flexibility in determining how the block grant funding will be used. Seventy-five percent of the funds can be used by states for any activity related to child care, including subsidies to parents earning less than 75 percent of the state's median income. No less than 20 percent of the funds must be used to increase the availability of school-age child care and early childhood education programs for four-year-old children; and no less than five percent must be used to improve the quality of care. The child care community has a responsibility to ensure expenditures are targeted appropriately.

Family and Medical Leave Act

The other major piece of legislation affecting working parents and their children, the Family and Medical Leave Act of 1990, was vetoed by President Bush in June 1990. The act would have guaranteed job security to many employees who are forced to temporarily leave their jobs to care for a dependent family member. The bill exempted businesses with fewer than 50 workers and workers who were among the highest paid 10 percent within a company.

Utilization of the Earned Income Tax Credit

Though Congress greatly expanded the earned income tax credit for low income families and added an additional tax credit for health insurance for young children, there is strong concern that the credits will not be used because many families will not understand how to apply for the credits.

ZONING

DEFINITION OF TERMS

Zoning: The rules and regulations adopted by an incorporated city/town or jurisdiction for land use.

Covenants: Regulations drawn up by homeowner and condominium associations to govern private developments. The contents of covenants vary, but usually include building and use restrictions.

BACKGROUND

Child care facilities are regulated by local and state laws, reflecting society's concern for both the welfare of young children and the overall community. Most state regulations require child care facilities and day care homes to meet local zoning requirements.

When a prospective child care provider contacts a local government to begin the approval process to open a facility, among the first questions that must be answered are whether or not child care is a permissible use on the site and what conditions and procedures must be followed to conform to the zoning ordinance. If zoning approval exists by right or is obtainable, the various licensing and approval processes can begin.

Authority for zoning is usually delegated to local governments by the state and serves to protect the health, safety, and general welfare of the community. Another purpose of zoning is to regulate the pattern and consistency of land use and ensure that new development does not have negative impacts on the community.

Conflicts arise when the needs of specific users, such as children, their parents and day care providers, clash with the needs of society as a whole or a particular community. In addition, social changes, such as the rapid growth in the number of working mothers, may create temporary conflicts until laws are changed. The rights of property owners should be balanced with the rights of children to have adequate care.

Child care is more and more frequently viewed as a benefit for the entire community. When a child care facility is proposed for a neighborhood, however, some of the residents may see it as a potential conflict with the preservation of their way of life and the value of their property.

AREAS OF CONCERN

Family Day Care

Many jurisdictions regulate child care in zoning ordinances in some fashion. Jurisdictions that have not recently reviewed zoning ordinances in regard to child care frequently take a piecemeal, rather than comprehensive, approach to that use. For example, definitions of child care change from section to section in some ordinances. Other inconsistencies, such as the inclusion of child care as a use in some zones while omitting all reference to it in other very similar zones, are also prevalent. Often these omissions are inadvertent rather than deliberate.

Usually child care facilities in residential zones are a special exception use. Child care providers are required to go through a special process to obtain official permission to open a facility. The process generally involves submitting a detailed application with certain proofs about the impact of the facility and paying an application fee. A public hearing is usually required, followed by a decision by the appropriate governmental body.

The level of enrollment that triggers the special exception process ranges by jurisdiction and can be as low as 4 children. However, a few jurisdiction allow child care facilities to be permissible by right in some residential areas.

Many homeowner and condominium associations have covenants in their bylaws that prohibit residents from having businesses in their homes. Some associations have interpreted these covenants as a prohibition of family day care and have forced day care providers to stop operating.

Center-Based Child Care

Child care centers are permitted by right in most commercial and industrial zones in most jurisdictions. A site plan review is required for new development in certain zones; if an existing building is being converted into a child care center, it often may not be subject to a site plan review.

Employment based child care programs have expanded rapidly in the past few years. In addition to government and employer supported centers, independent child care centers have been established in commercial zones. These are typically operated by private child care corporations and organizations and are located in a variety of settings, including office buildings, office parks, former residential buildings, and religious institutions.

The number of child care centers in office parks is increasing as developers have become interested in child care as an amenity. Some developers view child care as an incentive to lease space in their projects. The regulatory environment for the approval of child care centers in commercial areas is relatively stringent, even though they are permitted uses in most commercial and industrial zones. Centers must ensure that a commercial setting has the safety features of other sites, and that appropriate space for play can be provided if outdoor space is not available.

BARRIERS TO THE EXPANSION CHILD CARE

DEFINITIONS OF TERMS

Barriers: Anything that obstructs or restricts progress or access.

Licensing and regulation agency: The state agency responsible for the licensing and regulation of family day care homes and child care centers.

BACKGROUND

The nation now faces a shortage of child care. Many states have documented severe shortages in infant, school-age and special needs child care. Child care targeted to lower income families is also in short supply. At the same time, barriers to increasing the supply of child care are still in existence.

The importance of child care to the health and well-being of communities is finally being grasped by business and political leaders at all levels. As employers find it increasingly difficult to recruit and retain workers, they are more interested in breaking down the barriers to employment--including the lack of affordable and accessible child care. The financial burden of growing public assistance inspired political leaders to design welfare-to-work legislation to help families reach self-sufficiency through jobs and training. As this legislation is implemented, it is necessary to find child care for all those entering the workforce or training programs.

The goal of expanding child care resources is not easy. Part of the necessary groundwork has already been laid with the passage of the Child Care and Development Block Grant (See Federal Legislation, pg. 22) These funds can be used to support technical assistance to providers and employers, training, data collection, and resource development for child care expansion.

AREAS OF CONCERN

Despite the obvious need to expand child care, barriers remain that slow expansion of care. Listed below are some of the conditions that perpetuate existing barriers.

- Many states have not attempted systematic recruitment of child care operators in areas of identified need. Supply trends show that market forces stimulate the expansion of care in suburban jurisdictions, but that growth is stymied in urban and rural areas where many of the poorest residents live.

- Confusion about changes in new regulations that affect costs inhibit supply.

The length of time it takes to become licensed for either family day care providers or centers is unnecessarily long in some states. Potential providers may lose interest in developing programs and development costs increase.

- The coordination between the agencies involved in the various aspects of licensure may be inadequate. For example, the lack of coordination of dates and times for inspections can prolong the licensing process and result in prospective providers seeking other types of employment.

- The child care community in many states has been struggling with the crisis of accessibility and affordability of liability insurance. The crisis was heightened when the insurance industry decided that day care was a high risk business. Although the day care industry has an unusually low number of claims, the insurance industry is afraid of potential abuse suits. In spite of abuse exclusions in most policies, liability insurance is not being written by many companies for group day care centers. There are currently only five companies in the country willing to provide liability coverage for centers. The cost of these policies is excessive, forcing day care centers to use funds that should be applied to salaries for insurance premiums.

- Start-up technical assistance for prospective providers has been almost non-existent. However, monies from the Child Care and Development Block Grant can now be used in this area. Providers also need access to technical expertise on how to develop good programs.

- The enormous expense of establishing a child care facility has hindered the increase of center-based child care. The average cost of opening a child care center is between $300,000 and $700,000. Banks have been unwilling to make loans to child care developers because most child care centers cannot show the profitability required by the banking industry, nor do they contain much valuable equipment or other collateral.

- In many states new regulations, especially in the fire code, for family day care providers have significantly increased the cost of registration. Start-up funding is a necessity for increasing the supply of child care in low income areas.

- Low income parents eligible for child care subsidies do not always have access to resource and referral counseling to help them locate adequate child care.

- Some providers refuse to participate in child care subsidy programs because subsidy rates do not equal market rates and do not provide reasonable income for providers.

- Existing working conditions in the child care field create on-going barriers to expansion. For both center-based workers and family day care providers these conditions include long working hours, low pay, few benefits, high stress, job insecurity, limited staff development and career opportunities, and the low status of child care work. Negative working conditions are the most often cited as reasons for not entering or leaving the field of child care.

DEVELOPMENTALLY APPROPRIATE PRACTICES

DEFINITIONS OF TERMS

Developmentally appropriate programs: Programs that are tailored to meet the needs of children, rather than training children to adjust to the demands of a specific program.

National Association for the Education of Young Children: The nation's largest professional association of early childhood educators that works toward improving the quality of programs for young children. Services include an annual conference, a national accreditation system for early childhood programs, and publication of a journal and other resources for practitioners, parents and policy makers.

BACKGROUND

In recent years, a trend toward increased emphasis on formal instruction in academic skills has emerged in early childhood programs. The movement toward formal academic instruction for younger children is based on misconceptions about early learning that does not take into account recent research refuting the effectiveness of formal instruction. Studies have found that children learn most effectively through a concrete, play-oriented approach to early childhood education.

In addition to an increased emphasis on age-appropriate formal instruction, early childhood programs have experienced other changes. The number of programs has increased in response to the growing demand for out-of-home care and education during the early years. Children are now enrolled in programs at younger ages, many from infancy. The length of the program day for all ages of children has been extended in response to the need for extended hours of care for employed parents.

Similarly, program sponsorship has become more diverse. The public schools are playing a larger role in providing prekindergarten programs or before-and after-school child care. Corporate America is becoming a more visible sponsor of child care programs.

Programs also have changed in response to social, economic, and political forces; however, these changes have not always taken into account that basic developmental needs of young children have remained constant. Programs should be tailored to meet the needs of children, rather than expecting children to adjust to the demands of a specific program.

AREAS OF CONCERN

Initiating Developmentally Appropriate Practices

The National Association for the Education of Young Children (NAEYC) has developed guidelines for developmentally appropriate practice in early childhood programs for children from birth through age 8. The association has taken the position that "a high quality early childhood program provides a safe and nurturing environment that promotes the physical, social, emotional, and cognitive development of young children while responding to the needs of families." (Developmentally Appropriate Practice, p. 1) The concept of developmental appropriateness was defined by the association as having two dimensions: age appropriateness and individual appropriateness.

a. Age appropriateness

Human development research indicates that there are universal, predictable sequences of growth and change that occur in children during the first 9 years of life. These predictable changes occur in all domains of development--physical, emotional, social, and cognitive. Knowledge of typical development of children within the age span served by the program provides a framework from which teachers (and child care providers) prepare the learning environment and plan appropriate experiences.

b. Individual appropriateness

Each child is a unique person with an individual pattern and time of growth as well as individual personality, learning style, and family background. Both the curriculum and adults' interactions with children should be responsive to individual differences. Learning in young children is the result of interaction between the child's thoughts and experiences with materials, ideas, and people. These experiences should match the child's developing abilities, while also challenging the child's interest and understanding.

Teachers and child care providers can use child development knowledge to identify the range of appropriate behaviors, activities, and materials for a specific age group. This knowledge and training is used in conjunction with understanding about individual children's growth pattern, strengths, interest, and experiences to design the best learning environment.

Children's play is a primary vehicle for and indicator of their mental growth. Play enables children to progress along the developmental sequence from infancy through the preschool years to the primary years. Play also serves an important function in children's physical, emotional and social development. Child-initiated, child-directed, adult-supported play is an essential component of developmentally appropriate practice. NAEYC in the preface to its guidelines says:

> "Development is a truly fascinating and wonderful phenomenon. It is not something to be accelerated or skipped. One period of childhood or aspect of development is not better or more important than another; each has its own tasks to accomplish." (Developmental Appropriate Practice, p. iv)

Need for Training

How young children learn should determine how teachers of young children teach. NAEYC points out that teachers or child care workers are more like guides or facilitators. "They prepare the environment so that is provides stimulating, challenging materials and activities for children. Then, teachers closely observe to see what children understand and pose additional challenges to push their thinking further." (Good Teaching Practices, p. 4.)

In order for these changes to be made in the classroom, administrators and policy makers must be aware of the developmental needs of young children. Meeting these needs calls for redesigning curriculum, altering facilities, purchasing new equipment and materials, and making other changes involving many participants.

Another key participant in making programs developmentally appropriate is the parent. Parents need to learn more about how their children learn and how the learning environment affects their child's development. Parents and educators can learn together how to improve teaching practices in school and child care programs.

Child care providers also need to learn about the developmental needs of the children in their care. Training is needed for both family day care providers and center-based workers about the developmental differences of children. Appropriate practices in child care facilities can improve the physical, emotional, social and cognitive growth of all children.

REFERENCES

Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8 (Publication #224). Sue Bredekamp, ed. NAEYC: Washington, DC, 1987.

Good Teaching Practices for 4- and 5-Year-Olds: A Position Statement of the National Association for the Education of Young Children (Publication #522). NAEYC: Washington, DC, 1986.

8. GOVERNMENTAL AGENCIES

At first blush, child care appears to be a family-oriented issue that has little to do with elected officials in state houses and in Washington. Parents decide if, when, and how child care is to be provided. However, laws passed by elected representatives and regulations and funding mechanisms designed by governmental agencies can have a tremendous impact on the availability, affordability and quality of child care.

- *Why, for example, is the widowed mother in your community receiving a smaller welfare check this year when the monthly survival expenses for her and her children are higher than they were a year ago? Part of the reason may be a reduction in the federal government's share of Aid to Families with Dependent Children.*

- *Why did the day care center in the low income neighborhood close? It may have closed because inflation went up but the federal budget had no increases in funds for child care.*

- *Why did the provider in the family day care home in a similar neighborhood stop caring for children? The provider may not be able to meet new state regulations for licensing.*

Decisions by lawmakers and agencies do have a direct impact on children's services in every community. This chapter will describe the laws and agencies of the federal government that affect child care. Chapter 8 also includes a brief description of how bills are passed by Congress and how funding reaches children and their families. Guidelines for compiling similar information for state and local governments is included to help child care resource centers (CCRCs) understand the influence of the political process on child care.

FEDERAL GOVERNMENT

Probably the most significant impact of the federal government in child care is its role in providing and fostering child care subsidies for low income families. The federally funded Head Start program also has affected and improved the lives of many low income children since its inception 25 years ago.

Recent legislation has provided states with funding to help low and moderate income families pay for child care, expand training for child care workers, expand child care resource and referral programs and furnish resources to strengthen family day care. The Act for Better Child Care provides funds for early care and education programs for children under age 13 whose parents work, if the family income is below 75 percent of the state's medium income. Part of the funding is earmarked for resource and referral, consumer education and other

Part of the funding is earmarked for resource and referral, consumer education and other related services. Poverty, nutrition and food programs also have had impact on the lives of many children. (See Chapter VII, Child Care Issues, for more information about federal legislation.)

This section will briefly describe how a bill progresses through Congress to become law. In addition, the section will describe the federal agencies and programs that affect child care and how funding reaches recipients.

How a Bill is Passed in Congress

The steps for passage of Congressional legislation are briefly described below:

A Congressman begins writing a bill that, if passed, will influence the needs, rights and welfare of children.

The bill is introduced on the floor of the House or Senate and sent to the appropriate committee for preliminary study.

The bill waits to be placed on the committee's agenda. If not acted on by the committee, it can die here.

The bill is referred to a subcommittee for investigation.

Hearings are held with testimony by those affected by the bill and by those with expertise in the subject matter.

If the committee approves the bill, it is sent back to the House or Senate with the committee's revisions and proposed action.

Bills that pass the Senate are sent to the appropriate House committee and bills passed by the House are sent to the appropriate Senate committee. The bill dies if not acted upon by the committee.

When similar bills pass both the House and Senate, they are referred to a joint committee, called the Conference Committee, for reworking into one bill.

The Conference Committee presents the revised bill to both houses. Members of Congress vote on the revised bill.

If the bill is passed by both houses, it is referred to the President for his endorsement or veto.

The federal budget comes from two sources: the President and Congress. Both are conceptually independent, and Congress is not limited by the fiscal contents of the presidential budget. The major limits on both budget processes are entitlement monies, i.e. monies that must be paid to all eligible recipients, such as Social Security. In programs that do not have entitlement, payments to eligible recipients are limited by appropriated amounts. For example, not all parents who meet eligibility requirements for child care subsidies receive funds.

Passage of the bill does not guarantee funding. The funding process is completely separate; many laws are virtually worthless because no funds are allocated for implementation.

The development of the president's budget starts with a series of internal government decisions and ends nearly a year and a half later in the Oval Office. The Office of Management and Budget does the technical work on the budget, negotiates with federal agencies about spending level, and makes final recommendations to the President. (See Figure 1.)

The budget process begins in March, 18 months before funds are actually allocated for the federal fiscal year that runs from October 1 to September 30. The first step is estimating how much money the government will have available to spend and what types of demands will be placed on those funds. Advisors also try to assess the impact of enlarging one program at the expense of another.

After the President's budget is transmitted, Congress becomes the forum for budget activity, and the process becomes more open and accessible. Authorizing committees, responsible for program and policy development, debate and formulate recommendations for program budgets. If an authorizing committee does not request Budget Committee approval for funding of a new or continuing piece of legislation at this time, it is virtually impossible for that legislation to be approved that year. The committees must also indicate how the total amount of funds will be cut or increased either by providing less funding for some programs or by creating new sources of revenue.

Figure 1
Federal Budget Process

Month	President's Budget	Congressional Budget
March	• Fiscal projections made • Agencies review priorities, discuss spending levels for individual programs	
April		
May		
June		
July	• Budget targets assigned to departments • Departments develop budgets within targeted amount	
Aug.		
Sept.	• Departmental budget requests are completed	
Oct.	• Office of Management & Budget sets agency hearings • Budget estimates are made public	
Nov.		• Authorizing committees begin program funding reviews
Dec.	• Presidential advisors recommend a budget • Speech writers draft President's budget message	
Jan.	• President transmits budget within 15 days of the new session	• Congress receives President's budget

Federal Budget Process
Page 2

Feb.	• Departments sponsor budget briefings to justify requests	• Authorizing committees recommend funding levels for programs in their jurisdictions
Mar.		• Budget committees hold hearings on President's budget • Congress begins process leading to adoption of the First Concurrent Budget Resolution, containing non-binding spending targets
Apr.		• The full House and Senate debate and approve the budget resolution
May		• Conference committee writes compromise bill, combining House and Senate bills • All authorizing legislation must be reported from authorizing committee by May 15; after May 15 committees may report entitlement bills.
June		• Congress begins process leading to adoption of a binding second concurrent Budget Resolution
July		
Aug.		
Sept.		• Congress may approve appropriation bills pro-

viding more funding than allowed in the Second Resolution.
- Congress passes the budget bill.

- President signs or vetoes budget bill

Oct. 1 — Fiscal Year Begins

When approved by the full Congress and signed by the President, these bills provide detailed item-by-item spending authority for almost all government programs. In the last few weeks before the fiscal year begins, Congress can approve appropriations bills providing for more spending than is allowed in the second resolution. Under a process called reconciliation, Congress can order the authorizing and appropriations committees to revise plans for spending in order to conform with the second resolution totals. On October 1, the new fiscal year begins.

Federal Agencies and Programs Affecting Child Care

Many federal programs have direct or indirect impact on child care. The recent welfare-to-work legislation, for example, contains components dealing specifically with child care for participants entering the workforce or job training programs. Proposed changes in Head Start to provide full-day programs for children will require funding for child care to supplement the regular Head Start activities.

a. Office of Human Development Services

The Office of Human Development Services administers and finances a broad range of programs for children, youth and families. Most are social service programs that are carried out at the local level by state, county, and city governments with participation of the private sector.

About half of the Office's allocations are disbursed under the Social Service Block Grant program giving states sole responsibility to decide which services will be provided and who will be eligible for each service. Most of the remaining funds are transferred to the states and to Head Start projects for specific programs and services. Each state's allocation is determined by formulas based on the number of persons eligible for services in the state. The Office also awards grants for training, research, and demonstration and pilot projects that may generate new or more effective services, improved management systems, or promote goals and objectives of funded services.

All children from birth through adolescence and their families are the concern of the Office's Administration for Children, Youth and Families. However, children and youth with special problems are the focus of most programs, including children of low-income families, abused and neglected children, those in institutions or requiring adoption or foster family services, and handicapped children.

Head Start is a program to provide low-income children educational, health, nutritional, and social services. More than 90 percent of the children in Head Start are from families with incomes at or below the poverty level or who receive Aid to Families with Dependent

Children payments. Nationally, about 12 percent of the children are handicapped.

Local jurisdictions receive Head Start funds directly. Program administration varies, according to local needs and resources. For example, Head Start funding can be administered through the local human services departments, Community Action Agencies, or local school systems.

b. Child Care Subsidies

The Social Security Block Grant, Title XX of the Social Security Act, gives the states the sole responsibility for administering Title XX funds, determining what services will provided, deciding how the funds will be distributed within the state, and what the eligibility requirements will be. Each state's allocation from the total appropriation is based on its population.

The states are directed to use the funds for social services that help citizens achieve economic self-sufficiency, and programs that prevent or remedy neglect, abuse or exploitation of children or adults; prevent or reduce inappropriate institutionalization, and provide referral for institutional care where appropriate.

Several state have used Title XX funds for child care subsidies for low income families. Other programs, especially more recent welfare initiatives, also contain work or training incentives that are accompanied by child care funding. The success of these initiatives has resulted in an increase in the demand for subsidized day care as people have returned to work and enrolled in job training programs.

The Family Support Act of 1988 (originally introduced as the Welfare Reform Act) makes funding available to states to subsidize child care for parents returning to work or school. However, the FY 1991 budget only increased by 1 percent, resulting in a loss of day care slots across the nation. The need for subsidized child care still greatly exceeds the availability of funds. Other programs that include child care components are:

Employment Search;

Job Training Partnership Assistance (JTPA);

Title XX of the Social Security Act;

Women & Infant Nutrition (WIN);

Community Development Block Grant;

Food Stamp Employment & Training (FSET);

Work Supplementation Grant Diversion; and

Work Incentive Demonstration (WIN Demo)

c. Child Care Food Subsidies

In addition to direct subsidies to families in need of day care services, public funds are available to child care providers to supply nutritious snacks and meals for children through age 12 who are participating in licensed day care programs. Funds are made available through the United States Department of Agriculture (USDA).

All children in family day care homes are eligible to participate in the program. Cash reimbursements are made to licensed family day care providers who apply through a sponsoring organization in their county, generally a planning council, local social service or health department. The reimbursement rate for day care homes is determined by the meal. Providers may also claim their own children if they meet the eligibility criteria.

Public or nonprofit private licensed day care centers are also eligible for funds. Proprietary centers are eligible if they meet state requirements. The amount of reimbursement for centers is based on the total cost of producing meals and the economic level of the children served. Reimbursement for providers is administered through various state agencies, such as departments of education or human services.

The Child and Adult Care Food Program (CACFP) serves both the poor and near-poor through income eligibility criteria that are slightly higher than poverty levels. Although it is an entitlement program, requiring federal reimbursement to all who are eligible, federal cuts have resulted in a reduction in the number of meals and snacks that are allowed for reimbursement (from 3 to 2 meals and 2 to 1 snacks per day). The Hunger Prevention Act of 1988 will add 1 snack or meal a day for children who are in day care centers over 8 hours a day.

STATE GOVERNMENT

Most governments play an important role in the regulation and expansion of child care and the provision of subsidies for low income families. States are usually responsible for setting eligibility criteria for subsidy programs, regulating child care homes and centers, encouraging expansion of child care centers and homes through low interest loans and technical assistance, and establishing preschool programs.

Information in this section must be provided by the child care resource center (CCRC) staff or public education committee. Similarly to the previous section, the section on state government should explain how a bill progresses through state's legislative process to become law. To be complete, the section should include descriptions of child care programs, state agencies that administer child care programs, and information about funding sources. Questions this

section should answer include:

State Legislation

- Which state laws affect the delivery of child care services?
- Has any legislation been proposed that will affect child care?
- Is the state responsible by statute for registering or licensing child care providers? Are regulations part of the state's statutes or an agency's administrative responsibility?

How Legislation is Passed

- How is new legislation introduced? Who introduces new bills? Which individual, group or agencies draft new legislation?
- How are bills debated? What kind of committee structure exists in this state? Are hearings scheduled inviting public participation?
- How are bills amended?
- Does the governor have the power to veto legislation? If so, how are vetoes overridden?
- When does new legislation go in effect?
- Does legislation creating new programs have to be accompanied by a complementary funding mechanism?

Unlike Congress, many states cannot pass legislation without providing funding for implementation. Legislation creating programs often must be accompanied by a supplementary appropriation bill containing provisions for a revenue source to fund the program.

State Budgets

Many state constitutions require that the budget be balanced, i.e. deficit spending is not allowed--unlike the federal system.

- Does the budget process flow from the executive or the legislative branch?
- When does the budgetary process begin?
- How and to whom do state agencies make budget requests?

- How are priorities and limits set? The governor? Legislative committees?
- When is the public invited to testify about the budget?

State Agencies and Programs Affecting Child Care

Many programs and agencies directly or indirectly impact child care in the state. Some programs operated by the state are funded with federal monies, or a mix of federal, state and local funds. Often child care is a component of a larger program, such as welfare-to-work initiatives. Finally, some programs and agencies have child care as the primary or sole purpose.

- Is there a person or office responsible for coordinating policies and programs for children?
- Which agencies fund child care services? Where does the funding come from? For example, human service agencies, education and health departments, etc.
- Which agencies are responsible for child care licensing and regulation or is this a local function? If a state agency has responsibility for regulation/registration, how are operations carried out on the local level?
- Does the state provide technical assistance for child care providers? Which agency is responsible for providing assistance or contracting for services?
- Is the state education department active in child care issues? What role does it play in promoting before- and after-school child care?
- Do local colleges offer child development education and training? Have colleges developed non-credit courses for day care workers and providers? Are scholarships available for child care workers?
- Is there a coordinating body to encourage interagency and private/public cooperation in the provision of services for children? Which agencies, groups, and individuals are represented in this group? Should the CCRC be represented on this group?
- Does the state work with providers needing liability insurance? Which agency provides this assistance?
- Are child care services provided for state workers?

LOCAL GOVERNMENT

Each Child Care Resource Center should develop descriptions of the legislative and budgetary processes for each jurisdiction served by the CCRC. The section should include information about laws and regulations affecting child care, how legislation is passed, how the budget is developed, and which local agencies administer programs. Questions this section should answer include:

Local Legislation

- Which laws in this jurisdiction affect the delivery of child care services?
- Has any legislation been proposed that will affect child care?
- Have the zoning codes been revised in the last 10 years? Do zoning regulations act as barriers for the growth of child care in this jurisdiction?

How Legislation is Passed

- What type of government exists in each local jurisdiction? Is there a county executive/mayoral structure, a county commissioner system, etc.?
- How is new legislation introduced? Who introduces new bills? Which individual, group, or agencies draft new legislation?
- How are bills discussed? Are there standing committees or ad hoc committees? Are hearings scheduled inviting public participation?
- How are bills amended?
- Does the chief executive officer have the power to veto legislation? If so, how are vetoes overridden?
- When does new legislation go in effect?
- Does legislation creating new programs have to be accompanied by a complementary funding mechanism?

Local Budgets

- Does the jurisdiction use an executive budget process or a process that flows from the legislative body?
- When does the budgetary process begin?

- How and to whom do local agencies make budget requests?
- How are priorities and limits set?
- When is the public invited to testify about the budget?

Local Agencies and Programs Affecting Child Care

- Does the jurisdiction have a person or office responsible for coordinating policies and programs for children?
- Which local agencies fund child care services? Where does the funding come from? (Examples include local social service departments, Urban Services Agencies, and Community Action Agencies.)
- Are local schools actively involved in child care issues, especially the provision of after school care?
- Does the local community college offer child development education and training? Has the college developed non-credit courses for day care workers and providers?
- Is there a coordinating body to encourage interagency and private/public cooperation in the provision of services for children? Which agencies, groups, and individuals are represented in this group? Should the CCRC be a member of this group?
- Are child care services provided for local government workers?

RESOURCES

A directory of agencies and programs discussed in the federal government section is included in the resource directory in this manual. The CCRC should compile a similar list of state and local programs and agencies, and include information about state resource organizations, state and local associations, private colleges, universities, and training institutions. General information about programs and specific details about funding and eligibility should be available through these resources.

The National League of Women Voters and the League of Women Voters in each state publish legislative guides that are easy to understand and use. These guides usually include information about the passage of legislation and the budgetary process.

9. EVALUATION

At the end of each year the public education committee should set aside one meeting to evaluate activities planned and executed during the year. The evaluation should be based on the short- and long-term goals set by both the child care resource center (CCRC) and the education committee. This also would be a good time to reevaluate goals and set priorities for the coming year.

Evaluation should occur at all stages, from planning to follow-up. The evaluation process should begin before a project is over or a year comes to a close. Projects should be evaluated at the half-way point to determine if tasks are being done, if timelines are being met, and if the project is accomplishing the stated goals. On-going evaluation of broader goals will help the committee keep on track.

CCRC and committee goals are the standard all activities should be measured against. Year-end evaluations also should include the elements listed below.

- An evaluation of the performance of each CCRC staff person responsible for public education. This will include the scope, content, and format of the public education program.
- An evaluation of each public education project. (See below.)
- An evaluation of all materials produced by the public education committee.

Information should be gathered and processed for each of the components to improve future public education programs. This information will also be useful to other child care resource centers in the state that have public education programs.

PROJECT EVALUATION

At the conclusion of each project, the project committee should answer the following questions:

- What did the participants say about the project?
- Did we meet our goals?
- Did we have adequate resources and volunteers to carry out a successful project?
- Which events or tasks were successful? Which were failures?
- How could we be more effective?

Below are suggestions for evaluation procedures for public education projects:

- **Conferences, Public Forums, etc.** Distribute questionnaires to participants and ask them to rate the usefulness of individual segments, speakers and materials. Also ask participants for suggestions to make future projects more successful. (See a sample questionnaire at the end of this chapter used at the Collaborating on Behalf of Children: A Maryland Beginning, held October 26, 1990 in Annapolis.)
- **Workshops, smaller meetings.** Include an evaluation time in the agenda. Use a discussion format to ask the group what they thought about the meeting. Have questions planned and encourage everyone to participate.
- **Visitations.** Informally talk to leaders after the visitation to find out what they learned or how their attitudes were changed.
- **Speakers Bureau.** Send out a follow-up questionnaire to program committees or organization officers about the effectiveness of the speaker.
- **Materials.** Send materials developed by the committee to other child-related organizations, media personnel, and university/college professionals and ask them for an evaluation. Materials should be evaluated for clarity, design and readability.
- **Other activities.** Invite child care experts to observe and evaluate how issues were presented throughout the project.

Ask each person involved in the project to keep a detailed record of his or her activities, including successes, problems, and suggestions for the future.

For county-wide projects, conduct a public opinion poll, either by telephone or personal interview, to see if attitudes or knowledge about issues have changed.

(SAMPLE EVALUATION)

Collaborating on Behalf of Young Children:
A Maryland Beginning

October 26, 1990

Keynote Address:

Did the keynote address provide an effective introduction to the conference?

not at all				very much
1	2	3	4	5

Was the keynote address relevant to your needs?

not at all				very much
1	2	3	4	5

A.M. Focus Groups:

Did the a.m. Focus Groups help clarify and extend the information presented by the keynote speaker?

not at all				very much
1	2	3	4	5

Now that you have formulated an action plan, what further steps are necessary for its implementation?

_____
_____
_____
_____
_____

P.M. Sessions:

Did the session provide useful information?

not at all				very much
1	2	3	4	5

Was the session well-presented?

not at all				very much
1	2	3	4	5

Overall Comments:

How would you rate the entire conference?

poor				excellent
1	2	3	4	5

Additional comments:

10. RESOURCES

The Resources section should contain information from four areas to support the committee's work outlined in the previous chapters:

1. Resource organizations and agencies
2. Newsletter, subscriptions, publications
3. Organizations and agencies
4. Media

Information about national resource organizations, newsletters, subscriptions and publications is provided in this manual. Information about local and state organizations/agencies and media should be compiled by child care resource center staff or public education volunteers.

This information will be very helpful in getting a public education program started. As projects are initiated and completed, the list should be expanded.

RESOURCE ORGANIZATIONS

American Academy of Pediatrics, 141 Northwest Boulevard, Elk Grove Village, IL 60007. (312) 228-5005.

American Child Care Foundation, Inc., McLean Hilton Office Complex, 7918 Jones Branch Drive, Suite 400, McLean, VA 22102. (703) 442-7532.

American Montessori Society, 150 5th Avenue, Suite 203, New York, NY 10011. (212) 924-3209.

Association for the Care of Children's Health, 3615 Wisconsin Avenue, N.W., Washington, DC 20016. (202) 244-1801.

Association for Childhood Education International, 11141 Georgia Avenue, Suite 200, Wheaton, MD 20902. (301) 942-2443.

Association Montessori International, 170 West Scholfield Road, Rochester, NY 14617.

Bank Street College of Education Center for Children's Policy, 610 West 112th Street, New York, NY 10025. (212) 222-6700.

Black Child Development Institute, 1463 Rhode Island Avenue, N.W., Washington, DC 20005. (202) 387-1281.

The Bureau of National Affairs, Inc., 1231 25th Street, N.W., Washington, DC 20037. (202) 452-4501.

California Child Care Resource and Referral Network, 809 Lincoln Way, San Francisco, CA 94122. (415) 661-1714.

Center for Public Advocacy Research, 12 West 37th Street, New York, NY 10018. (212) 546-9220.

Child Advocacy Office, National Council of Churches, 475 Riverside Drive, Room 572, New York, NY 10115-0050. (212) 870-3342.

Child Care Action Campaign, 99 Hudson Street, Room 1233, New York, NY 10013. (212) 334-9595.

Child Care Employee Project, P.O. Box 5603, Berkeley, CA 94705. (415) 653-9889.

Child Care Information Exchange, P.O. Box 2890, Redmond, WA 98073. (206) 883-9394.

Child Care Law Center, 22 Second Street, San Francisco, CA 94105. (415) 495-5498.

Child Welfare League of America, Inc., 440 1st Street, N.W., Suite 310, Washington, DC 20001. (202) 638-2952.

Children's Defense Fund, 122 C Street, N.W., Washington, DC 20001. (202) 628-8787.

Children's Foundation, 815 15th Street, N.W., Suite 928, Washington, DC 20005. (202) 347-3300.

The Conference Board, Work and Family Information Center, 845 Third Avenue, New York, NY 10022. (212) 759-0900.

Council for Early Childhood Professional Recognition, 1718 Connecticut Avenue, N.W., Suite 500, Washington, DC 20009. (202) 265-9090 or 800-424-4310.

Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091. (703) 620-3660.

Directors' Network, Child Care Information Exchange, P.O. Box 2890, Redmond, WA 98073. (206) 883-9394.

Ecumenical Child Care Network, National Council of Churches of Christ in the USA, 475 Riverside Drive, Room 572, New York, NY 10115. (212) 870-3342.

ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Il 61810. (217) 333-1386.

Family Resource Coalition, 230 North Michigan Avenue, Suite 1625, Chicago, Il 60601. (312) 726-4750.

Fatherhood Project, Bank Street College, 610 West 112th Street, New York, NY 10025. (212) 222-6700.

The Fathers' Exchange, 187 Caselli Avenue, San Francisco, CA 94114. (415) 861-0847.

Frank Porter Graham Child Development Center, #8180, University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-8180. (919) 966-4295.

High/Scope Educational Research Foundation, 600 N. River Street, Ypsilanti, MI 48198. (313) 485-2000.

Mental Health Law Project, 2021 L. Street, N.W., Suite 800, Washington, DC 20036. (202) 467-5730.

National Academy of Early Childhood Programs, National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, DC 20009. (800) 424-2460.

National Association of Child Care Resource and Referral Agencies, 2116 Campus Drive, S.E., Rochester, MN 55904. (507) 287-202.

National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, DC 20009. (800) 424-2460.

National Association for Family Day Care, 815 15th Street, N.W., Suite 928, Washington, DC 20005. (202) 346-3356.

National Association of Hospital Affiliated Programs, Shawnee Mission Medical Center CCC, 9100 W. 74th Street, Shawnee Mission, KS 66201.

National Black Child Development Institute, 1463 Rhode Island Avenue, N.W., Washington, DC 20005. (202) 387-1281.

National Center for Clinical Infant Programs, 733 15th Street, N.W., Suite 912, Washington, DC 20005. (202) 347-0308.

National Child Care Association, 920 Green Street, Conyers, GA 30207. (800) 543-7161.

National Coalition for Campus Child Care, Inc., Southern Illinois University at Edwardsville, Early Childhood Center, Box 1076, Edwardsville, Il 62026.

National Education Association, 1201 16th Street, N.W., Washington, DC 20036. (202) 833-4000.

National Head Start Association, 1220 King Street, Suite 200, Alexandria, VA 22314. (703) 739-0875.

National Information Center for Children and Youth with Handicaps, 7926 Jones Branch Drive, McLean, VA 22102. (703) 893-6061.

National Jewish Early Childhood Network, Bureau of Jewish Education, 6505 Wilshire Boulevard, Los Angeles, CA 90048. (213) 852-1234, (818) 990-8640.

National Women's Law Center, 1616 P Street, N.W., Suite 100, Washington DC 20036. (202) 328-5160.

Parent Cooperative Preschools International, P.O. Box 90410, Indianapolis, IN 46290-0410.

Resources for Child Caring, 450 North Syndicate Avenue, Suite 5, St. Paul, MN 55104. (612) 641-0305, (800) 423-9309.

Resources for Infant Educarers, 1550 Murray Circle, Los Angeles, CA 90026. (213) 663-5330.

Save the Children, 1340 Spring Street, N.W., Suite 200, Atlanta, GA 30309. (404) 885-1578.

School-Age Child Care Project, Center for Research on Women, Wellesley College, Wellesley, MA 02181. (617) 431-1453.

School-Age NOTES, P.O. Box 120674, Nashville, TN 37212. (615) 292-4957.

Southern Association on Children Under Six, P.O. Box 5403, Brady Station, Little Rock, AR 72215. (501) 663-0353.

Wheelock College, 200 The Riverway, Boston, MA 02215. (617) 734-5200.

Work/Family Directions, 9 Galen Street, Suite 203, Watertown, MA 02712. (617) 923-1535.

NEWSLETTERS, SUBSCRIPTIONS, PUBLICATIONS

ARGUS-The Journal of Family Day Care (National Association for Family day Care Center, 815 15th Street, N.W., Suite 928, Washington, DC 20005. (202) 346-3356. Subscription fee.)

Child Care Action News (Newsletter of Child Care Action Campaign, 99 Hudson Street, New York, NY, 10013, (212) 334-9595. Available with membership.)

Child Care Employee News (Quarterly newsletter of Child Care Employee Project, P.O. Box 5603 Berkeley, CA 94705. (415) 653-9889. Available with membership.)

Child Care Information Exchange (Bi-monthly magazine for directors. Exchange Press, Inc., P.O. Box 2890, Redmond, WA 98073. (202) 883-9394. Subscription fee.)

Child Care Review (Year-round magazine for-profit child care. P.O. Box 578, Metairie, Louisiana 70004. (800) 633-2058. Subscription fee.)

Day Care U.S.A. Newsletter, Resources (Publications of Day Care Information Service, 4550 Montgomery Ave., Suite 700 N., Bethesda, MD 20814-3382. (301) 961-8700. Subscription fee.)

Early Childhood Research Quarterly (Quarterly of NAEYC. Ablex Publishing Corporation, 355 Chestnut Street, Norwood, N.J. 07648. Subscription fee.)

National Report on Work & Family (Bureau of Publications, A Division of the Bureau of National Affairs, Inc., 1350 Connecticut, N.W., Suite 1000, Washington, D.C. 20036. (202) 862-0990. Subscription Fee.)

School Age Notes (Newsletter and other publications. P.O. Box 120674, Nashville, TN 37212. (615) 292-4957. Subscription fee.)

Young Children (Journal of NAEYC. 1834 Connecticut Ave., N.W., Washington DC 20009-5786. 800-424-2460. Available with membership.)

ORGANIZATIONS AND AGENCIES

Federal

Program or Agency:	Contact:
Office of Human Development Services	Administration for Children, Youth and Families U.S. Dept. of Health and Human Service P.O. Box 1182 Washington, D.C. 20013 (202) 245-0354
Head Start	Head Start Bureau 330 C Street, SW Switzer Building, Rm. 2054 Washington, D.C. 20201 (202) 245-0572

State

Suggested state agencies, organizations and programs to include in state listing. When possible include a contact person's name.

Head Start
Infants and Toddlers Program
Purchase of Care
USDA Child Care Food Program
Agencies responsible for child care licensing and regulation
State funded preschool program(s)
State level advisory or coordinating committees for child care, early childhood development, or education
State funded day care loan and/or grant programs
State funded office for advocacy of children's needs and programs
Scholarship programs for child care workers
State association for the education of young children
State family day care association
State association for centers or center directors

Local

For local offices of state programs, contact state agencies listed above. Also contact your county/city/township government to identify local agencies with responsibilities for children's programs.

MEDIA

Contact a public or private nonprofit agency that might be willing to share a media list with the child care resource center. Private associations and businesses may also be able to provide lists of local and state media. For example, in Maryland the Maryland Petroleum Council publishes a media directory of newspapers, news services, and radio and television stations every two years. Copies are available for a nominal fee.